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Revitalizing The Older Books
Marie Corrigan

The Librarian's "Changing World"
J. H. Shera

Reader's Choice; Some Tips For Makers of Books
Paul M. Paine

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Forthcoming Issues of
THE LIBRARY JOURNAL

A description of the new Charles Deering Library at Northwestern University, by Theodore W. Koch, will be the leading article in the March first number. Other buildings to be described include the Mary Reed Library of the University of Denver, material prepared by Linda M. Clatworthy just prior to her death in January, and the Smith Hill Branch of the Providence, R. I., Public Library, by Clarence E. Sherman.

Edward A. Henry, Director of Libraries at the University of Cincinnati, has added new material to his paper "Films Versus Books" (presented before the meeting of University Librarians at the Chicago Midwinter meeting) which will be the leading article in the March fifteenth issue. Two other articles scheduled for this number are: "Periodical Subscriptions in the Retrenchment Program," by Margie M. Helm, librarian of the Western Kentucky State Teachers College, and "The Allotment of Book Funds—A Defense" by Charles M. Baker, Director of the University of Kansas Library.

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AUGUSTUS HUNT SHEARER,
Grosvenor Library.

From the *Library Quarterly Review* of the 1931 volume.

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THE LIBRARY JOURNAL

The Librarian's "Changing World"

By J. H. SHERA

Bibliographer, Scripps Foundation for Research Population Problems, Miami University, Oxford, Ohio.

"LIBRARIES in a changing world," has been the theme of many a recent discussion, not to mention the New Orleans conference of the A.L.A.; yet, save for the vaguest babblings about the increased opportunity for service in an hour of economic trial, there has been uniformly little said as to just how the world has changed. True, there has been a deal of lamentation over decreased salaries and library appropriations, but other than this there is scant evidence that the librarian is attempting to adapt himself to a changed environment, or, for that matter, gives any hint of the realization that social conditions are undergoing any fundamental metamorphosis. At most the present condition is seen largely as an ephemeral one, and such remedial policies as have been advanced are but temporary palliatives, designed merely to help the profession to "muddle through" until our land is again blessed with economic abundance.

Concurrent with this, librarians have, through the writings[1] of Carleton B. Joeckel, Charles H. Compton, and Sydney B. Mitchell, been rudely awakened to the fact that their profession is confronted by overproduction which in severity would rival that of any industry. In a world in which Mr. Joeckel finds library schools more than doubling in the past quinquennium, and library school graduates more than trebled in number in the past decade, while library employees have increased but a fraction of the number that they were in 1923, is it astounding that the serious librarian pauses to inquire as to the direction of our "progress"?

What of this "changing world," then? Is the alarm of Mr. Joeckel justified, or will the much talked of new era and increased opportunities for service bring with them a self-stabilizing economic equilibrium that will automatically correct the present evils? Will the public librarians, through their manifold services, so endear themselves to the hearts of the unemployed that now roam the busy reading rooms, that any future society will through sheer gratitude automatically make a place for all trained in the profession? Obviously the writer does not believe that the solution to our difficulties is so spontaneous or simple; he is convinced, however, that there are very definite forces working in our society that may well result in future mitigation of the ills of overproduction in the library profession.

For at least a partial answer the librarian needs but to pause before his own reference shelves, and consider for a moment the summary tables on population in the verdant volumes of the 1930 census. Here is displayed more strongly than ever before the overt truth that the era of great population expansion in our country has come to a definite end. We are no longer a "swarming" people, and that confidence, heretofore based on the expectation of an ever-widening market due

1 Joeckel, Carleton B. "Supply and Demand in the Library Profession." LIB. JOUR. v. 57: 103-110.
Compton, Charles H. "Library Salaries; What of the Future?" A.L.A. *Bulletin*. v. 26: 357-358.
Mitchell, Sydney B. "Limiting Library School Output." A.L.A. *Bulletin*. v. 26: 423-430.

to unlimited growth in numbers, must seek a different channel for its expression.

The reasons for this are not far to be sought. The influence of immigration restriction, barriers not likely soon to be withdrawn, is so obvious as to need no laboring. Further, as one glance at Figure 1 makes clear, our birth-rate is so unmistakably on the toboggan as to make unlimited numerical expansion next to impossible.

After taking into consideration all the evident influences, the Scripps Foundation[2] has estimated that our population will reach its maximum, approximately one hundred and forty-six millions, about 1970, and thereafter begin a positive decline at a rather rapidly increasing rate. (See Table 1).

TABLE I

POSSIBLE FUTURE INCREASE OF POPULATION IN THE UNITED STATES*

(*In Thousands*)

Year	Population January 1	Decennial Increase	
		Numbers	Per Cent.
1920	105,711*	16,825	15.9
1930	122,536†	9,964	8.1
1940	132,500	7,300	5.5
1950	139,800	4,100	2.9
1960	143,900	700	0.5
1970	144,600	— 1,700	— 1.2
1980	142,900	—	—

* Census of January 1, 1920.

† Census of April 1, 1930, minus estimated population increase during first three months of 1930.

But a decreasing public to be served is not the only characteristic of the librarian's "changing world." The shifts that have taken place in the age distribution of the population between the years 1920 and 1930 are of great significance. The 1930 census is the first in our history to show fewer children between the ages 0-4 years than 5-9, 10-14, or 15-19, or than 0-4 in the preceding census. Obviously the youthful element in our population is definitely on the wane, and it is quite certain that the 1940 census will display further evidences of decrease. Figure 2 shows in pyramidal form the relative size of each age group for the 1930 census. Behind this, in black, appears a comparable pyramid based on estimates for the census of 1980. The inferences are self-evident. Within the next half-century, while the total population is increasing only about twelve per cent, we may expect to find that persons over seventy-five years of age will double in number, those from sixty-five to seventy-four increased by one-half, and those whose ages fall between forty-five to sixty-four years will grow by one-third. In 1980, with the bulk of the population falling between the ages of twenty to fifty-five, we are, as has been said, truly becoming a "nation of elders." That these new influences will permeate the whole fiber of our economic and social fabric admits of little doubt; nor is it reasonable to suppose that the library profession will not be materially influenced for the better when considered from a long-time standpoint.

Educational facilities and teaching staffs in the lower grades, including children's and school librarians, will be among the first to be affected by this age shift. True, in certain localities the number of children under school age is much higher in 1930 than in 1920; as is the case in Detroit, Los Angeles, Hammond, White Plains, Newton, and parts of rural Massachusetts, where the problem of increasing educational equipment sufficiently rapidly may continue for some time, since there will be more children entering school from 1931 to 1936, than there were from 1921 to 1926. But a more prevalent situation will be that of Boston, Chicago, Bay City, and most of rural United States, where the number of children below school age is declining. Here, with overcrowding eliminated, the emphasis can be placed upon quality, so that obsolescent equipment can be abandoned and the less efficient workers with children be weeded out.

This is not a sounding of the knell for the children's librarians. It does not mean that the effective demand for children's librarians may not increase, due to a rise in per capita income and in standards of living, but it should emphasize the entire dependency on this factor by those concerned when this group of the population ceases to gain in quantity.

Concurrent with this general age shift there should develop, other conditions being equal, a general rise in the standards of living and average per-capita wealth, since it is in the later years of life that financial independence is usually achieved. Prone as is the public librarian to esteem himself as indispensable to any society worthy to be considered as expressing the higher degrees of civilization, it is none the less a fact that the public library as we know it today is the product of a philanthropic wealthy class, deriving most of its support, including revenue from taxation, from the earnings of moneyed interests. A more or less inevitable situation in a society fundamentally capitalistic. It logically follows, then, that in a population composed largely of older people there will be an increase in the standard of living and a general growth on the market of those commodities and services that appeal to elders, and of these the library is unmistakably a part. Observed over a period of

2 For all material dealing with future growth and age composition of our population I am indebted to the forecasts calculated and prepared by Dr. W. S. Thompson and Mr. P. K. Whelpton of the Scripps Foundation.

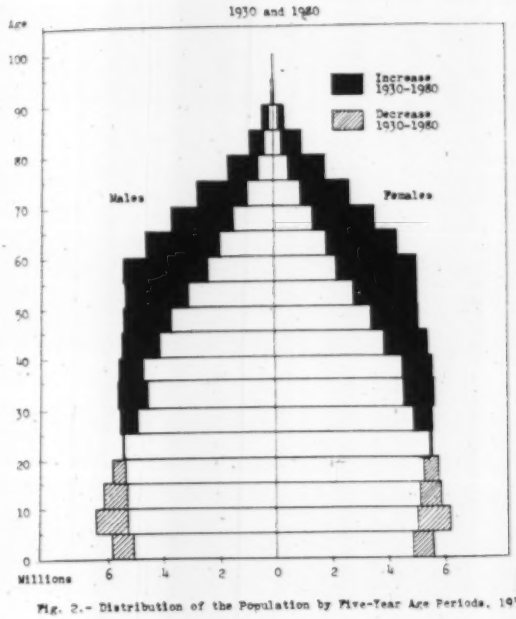

Fig. 2.- Distribution of the Population by Five-Year Age Periods, 1930 and 1980.

years, therefore, it may well be that there will develop a slowly increasing demand for the librarian in spite of a decreasing population.

It is true that certain phases of librarianship may not partake of this general development. If we accept the results of the investigations of Waples and Tyler,[3] and hold that older readers are more interested in leisure time activities of middle-age, of which the best example is "language and the art of conversation," and to this is added the general raising of standards in education for the young, it may well be that vocational reading and "Reading with a Purpose" will decrease in popularity to the point of possible extinction. Further, as the authors of *What People Want to Read About* assert, there is a lesser degree of consciousness on the part of older readers relative to their reading interests. Hence, if age were the only criterion for the selecting of reading, it would be more useful as applied to young readers than to old, for one can more safely disregard age in selecting reading for older people. A certain demand for guidance in reading there will always be, but one can scarcely envisage a reading room teeming with grizzly-headed octogenarians avidly devouring countless tomes on the acquisition of culture.

In the final analysis, however, it seems reasonable to assume that, when the problem is considered from a long-time standpoint, the active demand for the services of the librarian will slowly but very definitely increase; an assumption based largely on the belief, which appears justified, that

3 Waples, Douglas & Tyler, Ralph W. *What People Want to Read About*. Chicago, Univ. of Chicago Press and American Library Association, p. 100-101. 1931.

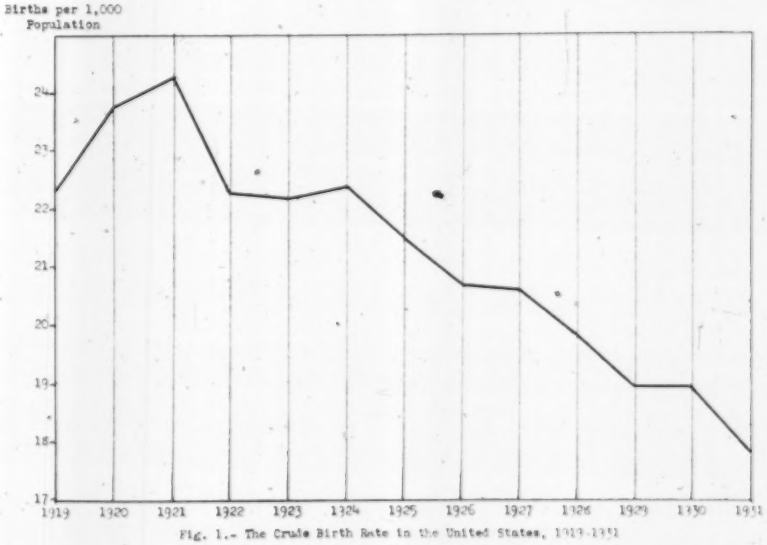

Fig. 1.- The Crude Birth Rate in the United States, 1919-1931

the aging of the population will result in the increment of the standard of living, which in turn should raise the general cultural level.

But what of the supply side of the problem? At first blush it seems logical to assume that the situation will be further improved through a decrease in the number of applicants for admission into our library schools. A decrease in births should logically result in a diminution of the number of young people available to the profession. But the whole question is not so simple. Librarianship seems destined to remain largely a woman's profession, and it is not in attempted humor that this characteristic is branded a complicating factor. Ultimately the declining birth-rate should have its effect, but it may be in the remote future. Woman's increasing economic independence may act to throw even more applicants into the library field. Advances in scientific methods of family limitation may more and more send women behind the library delivery desk in the effort to augment the family earnings. Higher standards of living among the aged will act as a stimulus to greater acquisitiveness by the young, while birth control and smaller families will make it all possible. Yet, again, by so much as families are decreased in size, by that amount will the birth-rate fall, so that ultimately supply and demand should approach equalization. This despite the fact that the older woman may play an increasingly important part.

As an important measure for the restriction of library school output, Mr. Mitchell suggests radical reduction of the age limit of acceptable applicants, and says in part:

> "Starting without any age limit, the school with which I have been longest connected has been gradually reducing the age beyond which our experience both in teaching and in placing students has proven it inadvisable to admit applicants. Though thirty-five years is now our limit, I confess that a glance over those admitted when over thirty would confirm me in a feeling that, while of course there are exceptions, no great losses to the profession would have occurred by reducing the admission age to thirty. In actual practice our best classes have had a lower average age than the poorer ones."[4]

Doubtless there is much to recommend Mr. Mitchell's point of view, and most certainly it is in harmony with the best contemporary opinions of employment managers and personnel workers in the industrial field. But, confronted by an aging population, our conceptions concerning the employment of older persons in all our activities will require some drastic revision.

4 Mitchell, S. B. *Op cit.* p. 428.

If it be true, as someone has asserted, that every era of economic depression contains within itself the seeds of its own destruction, it may well be that in the present declining birth-rate lies the opportunity for improvement of conditions in our profession. Indeed, this entire discussion might with impunity have been called, "birth control, babies, and bibliography."

But it has by no means been the intention to create the impression that "prosperity is just around the corner," or that it is even in the immediate neighborhood. Neither has it been the purpose to discredit the validity of the papers of Mr. Joeckel and Mr. Mitchell. Certainly the former, by virtue of the accuracy of the picture it presents, deserves a permanent place on the desk of every library school director in the country to be read religiously once a week.

The improved conditions that have been prognosticated exist not in the immediate future, and serve in no sense to minimize the present crisis. Only by the most judicious handling of contemporary conditions will future population shifts improve the librarian's status. So long as we insist on sending forth unlimited hordes of superficially prepared librarians and thereby glutting beyond future aid the market for our services; so long as we insist upon the blind worship of numbers and base superiority upon magnitude of enrollment in our library schools; so long, in fact, as we encourage the increase of library schools themselves, nay, even tolerate the present number when the country could be adequately served by a dozen well equipped institutions; so long as we blindly permit the situation to take its own course without careful, planned, direction from centralized authority; then, will Mr. Compton's sinister warning, of increased unemployment and decreased salaries leading to eventual disaster, err only in its restraint.

But, conversely, if we proceed with a definite long-time program for the elevation of library standards, rigid restriction of entrants into our library schools, ruthless elimination of those marginal schools themselves whose only achievement is to dilute the profession with an ill-trained product; and if this program of present restriction but ultimate deliberate and controlled expansion is based on a thorough understanding of future needs and an adequately comprehensive grasp on the influence of population shifts on probable library patronage, then the profession may well anticipate with satisfaction the library's increasingly important place in "a changing world."

The world is the ever-changing foam that floats on the surface of a sea of silence.
——From *Fireflies* By TAGORE.

Revitalizing the Older Books

By MARIE CORRIGAN

Librarian, Temple Branch, Cleveland, Ohio, Public Library

ABOUT a century and a half ago, the French moralist and philosopher, Joubert, made an observation which has a particular application for us today. He wrote:

"We are forever craving new books, and yet in those we have long possessed, there are priceless treasures of wisdom and of beauty that are lost to us because of our neglect. The worst thing about new books is that they keep us from reading the old ones."

This is a gratifying morsel of philosophy to keep in mind during the present interlude of a drastically reduced book budget, whose one good feature is that it gives us a greater opportunity than ever before to promote the reading of the older books of influence.

To do this last is not as easy as it sounds, in serving a public with a strong desire for the latest gayly-decked books embodying the ideas and advances of our own generation. In considering how to make the older books attractive to modern readers, we first gave thought to the material with which we had to work and recalled again that, "except a living man there is nothing more wonderful than a book." Our older book in many cases was the thing of beauty which dwelt in the author's mind, was glorified by him in graceful language and affected generations of readers by its charm and meaning.

In the old Florentine records, the sculptor was described as a "master of live stone." He worked upon and made the connection between the sensuous beauty of imitated natural forms and an imagined beauty. The librarian has a similar command over living material, over literature of which, Sir Arthur Quiller-Couch, in his essay, "On the Art of Reading," wrote:

"Great literature is great because it is alive and deals with man's hopes, aspirations, loves, fear, hates, heartbreaks, love of beauty, etc., all that gladdens, saddens, maddens us."

Many of the older books in our collections are glowing with color, character, personality, life, but they need to be revitalized, fused and used in a modern way for a new generation of readers by every device which we can imagine.

It is not difficult to encourage the reading of classic novels, of books that will live forever, for in them we have guaranteed books, the verdict of many readers. People feel that such books must be good since they have been kept alive by the continuing delight of readers of several ages and on several continents. Readers are willing to accept Dickens, Victor Hugo, Tolstoi, as adding to their experience a clearer understanding of places, times, and emotions. We had a display-rack of these Much-Loved Books at our branch for several months and most of them circulated freely without any urging on the part of the staff. In some cases we aided by making special mention of the order of titles in sequels, series, and generation to generation novels, such as *Jean-Christophe*.

With a small group of readers we find that we can advance the cause of the classics by intimating the place which such books have in the make-up of a well-informed modern reader. Readers of Marcel Proust, for example, can be directed to Henry James; readers of Edna St. Vincent Millay, and T. S. Eliot, to John Donne and other seventeenth century English poets. Our real job is to find the waifs of literature, bring them out, and make new friends for them. We can do this in many ways, occasionally by connecting current events with older literature. During the Air Races in Cleveland, for instance, the library had a display of books entitled Wings Over Cleveland and used with it a stanza from Tennyson prophetic of just such an event, which interested many people.

The power of direct suggestion from librarian to reader is always important. Recently a borrower asked for a new novel on gypsy life, saying that she had enjoyed the Bercovici books. Nothing new to offer, I told her about Borrow's *Lavengro* and when she returned was gratified to have her point out a favorite passage to which I, too, had once thrilled. It is the familiar dialogue between Jasper the gypsy and his English brother:

"Life is sweet, brother
Do you think so?
Think so! There's night and day, brother, both sweet things; there's likewise a wind on the heath. Life is very sweet, brother, who would wish to die?
In sickness, Jasper?
There's the moon and the stars, brother.
In blindness, Jasper?
There's the wind on the heath, brother."

Feeling closer to her I thought again of the truth of Emerson's remark, "Tis the tie between men to have been delighted with the same book."

Another fruitful source for pushing the older literature is the opinions of appreciative readers who have had pleasure in reading and the ability to communicate their feeling. About two years ago, we had a large and sudden call for the old essay, *The Roadmender*, by Michael Fairless. It seems that it had been mentioned by one of our newspaper columnists as a book that had made a deep impression upon his inner life, and everyone

wanted to read it. These tributes of joy in reading are in many places and we can take them wherever we find them. When *Cold*, by Lawrence Gould, second in command on the Byrd Antarctic Expedition, was published, we made a window display of the part played by the library in Little America. We quoted his statements:

"The most important single source of recreation was our library. . . . The most widely read single book of all was W. H. Hudson's *Green Mansions*. . . . As for myself, had the winter night given me opportunity for no other reading than Romain Rolland's *Jean-Christophe* and Galsworthy's *Forsyte Saga* I should still have considered it well spent. . . . *Jean-Christophe* is the most satisfying work of art with which I have ever come face to face."

Similarly a display of books, listed by William Lyon Phelps in *Scribner's*, 1930, with his statement: "I have chosen these novels because I like them. I mean that if I had to select 100 novels and could have no others, I would take these," was productive of good results. Again, the statement of Ford Madox Ford, in *The English Novel*: ". . . . it is to be remembered that, the world over, together with the *Imitation of Christ* and *Madame Bovary*, the *Pilgrim's Progress* is the most read book in Christendom," was responsible for making that title go. When the Palmer translation of the *Odyssey*, illustrated by Wyeth, appeared, we introduced it to our public by the lovely sonnet, the crystallization of his delight in Homer, which John Keats wrote, beginning: "Much have I traveled in the realms of gold. . . ."

Books written about books will start the good reader down many rewarding lanes, for, as Professor Lowes of Harvard expresses it in his charming essay, *Of Reading Books*: "There are always, as one goes on reading, unpath'd waters, undream'd shores ahead." These will further stimulate the mind to a more vigorous response, bearing out the truth of the old Arabian proverb that reads: "A fig-tree looking on a fig-tree becomes fruitful." Such books as Machen's *Hieroglyphics*, Lewisohn's *Expression in America*, *Axel's Castle* by Edmund Wilson, Rebecca West's *The Strange Necessity*, the Christopher Morley and May Lamberton Becker books, offer the invitation of harbors when the mist plays with the coast-line, with their curious unexpected opening of points for further reading.

To illustrate by one example, we have a reader who enjoyed Morley's *John Mistletoe*, and followed the author's suggestion of reading Masefield's *The Everlasting Mercy*. He went on to read *Dauber*, the seafaring poem of the poor painter, who dies tragically just as he has attained his ideal. Our reader enjoyed the descriptions of the sea with its elemental, implacable power, and that wonderful piece of writing—the storm-prelude, with description of fog, snow, and tumult of the gale. We suggested *The Nigger of the Narcissus* as a great prose romance of the storm to follow, and were interested to hear later the reader's contrast of the two: Masefield's interest in action, of man struggling against the storm; and Conrad's more Slavic philosophic point of view, of the storm beating down the man, the idea that the important thing is not action itself but the meaning of it. This reading of Masefield through Morley's enthusiastic introduction pleased us because in the two poems the thought of life as a constant quest for beauty frequently recurs.

We feel that through all of this, we should constantly emphasize reading for the enhancement of life. Many people unfortunately just now, have more enforced leisure than ever before, and should have books that will inspire, develop an appreciation, and make life more colorful. Ethel Cotton, in *Keeping Mentally Alive*, wrote: "More and more I believe that life may be rich and abundant, or dry and sterile, according to one's receptivity and powers of appreciation." Walpole in his *Essay on Reading*, wrote: "The whole secret of life is to be interested in one thing profoundly and in a thousand other things as well." The library can help in the development of leisure-time hobbies.

Among the books that have the power of broadening, of deepening existence, are the biographies of men such as Lincoln Steffens and William Rothenstein, who have drunk deep of the wells of life. Through his two volumes of *Men and Memories*, enchanting portfolios of men seen and memories told, Mr. Rothenstein has shown himself an artist, as well as a gracious writer and charming human being, with a gift for friendship and understanding. The books offer contacts with men who represent England and France from the 1890's to the present time, and reveal an eagerness for experience, for participation in all the lovely things of the world.

Another means of deepening an awareness of the magic of life is to encourage philosophic books such as the *Meaning of Culture*, by John Cowper Powys. To quote Walter Pater, a man of much intellectual originality who exerted an influence in England in the 1890's comparable to that of Mallarmé in France:

"The service of philosophy, of speculative culture, towards the human spirit, is to rouse, to startle it to a life of constant and eager observation. Every moment some form grows perfect in hand or face; some tone on the hills or sea is choicer than the rest: some mood of passion or insight or intellectual excitement is irresistibly real and attractive to us—for that moment only. Not the fruit of experience, but experience itself, is the end."

We have constantly tried to encourage through posters and displays, authors who have a shifting stream of sense impressions, to promote this life of realization. The older authors are rich, imaginative regions from this point of view. Is there a greater awareness of life, a better de-

scription of pleasurable delights than in, for instance *The Eve of St. Agnes,* the poem of romantic love, by John Keats, wherein we get the bit of poetic window-shopping beginning:

"While he from forth the closet brō't a heap
Of candied apple, quince, and plum, and gourd."—

Or in the poetry of Rupert Brooke? No writer ever loved life more fully than did the young English soldier-poet, who died during the war. His contact with life was vivid and the fountain of his emotions was direct observation. In *The Great Lover,* he names over the things he has loved,—wet roofs beneath the lamp-light; blue bitter smoke of wood; the cool kindliness of sheets; blue-massing clouds; white plates and cups, clean-gleaming, and ringed with blue lines. We posted this poem and would have felt repaid, had there been no other response than the remark of a little old lady living in reduced circumstances in a room near the library. She liked his reference to cups ringed with blue lines, and explained that she had a similar tea set, and even though now alone, she still takes pains to have her tea nicely. We are happy to have this chance to know the older books more intimately; use them in a modern way whenever possible; revitalize them for new readers; and through all encourage a sensitiveness to rare and gentle things. We feel that if our aim is lofty there is certain to be at least some favorable result and will continue to say with Deirdre, queen in the old Celtic mythology, "I, too, will set my face to the wind and throw my handful of seed on high."

Tracing Misplaced Books in a University Library

By W. P. KELLAM

In Charge of Circulation, University of North Carolina Library

THE CIRCULATION Department of a library exists solely to make the stock of the Library available as quickly and easily as possible. The degree of availability that it provides for its books and the speed, ease, and accuracy it attains in making them available are the greater or less justification for its existence. Books in circulation must be accounted for and information concerning their location be quickly available. Taking into consideration the preceding points, the policy of the Circulation Department here is that a satisfactory answer can be given every request. "I don't know" has no place in the Department's vocabulary. Immediate steps are taken to "find out" or the inquirer is referred to the source, whence he can get his information, e. g., Reference Department, Periodicals Department, or elsewhere.

A need of a definite tracing routine arose from this policy of giving a definite report on the location of every book asked for, whether charged out or lost or not located. In order to meet this exigency a system of tracing missing books was instituted in the fall of 1929. It was first decided to ask the borrower, in case the book could not be located on the shelves, if he would like to have it traced. Later there was provision for the borrower either to be notified by mail, if the book had been found, or to come in the next day and inquire about it. Still later, following the count taken of reports given on books requested, it was decided that slips for all unlocated books, regardless of whether a report was to be made or not, should be placed on the spindle for tracing. The slips are dated and "Notify" is written on them by the circulation assistant, if the inquirer desires to be notified when the book is located. The slips are then placed on the spindle for the tracer. If the book is located a notice is mailed, but if no record of the book is found a notice is not sent.

The task of tracing has been scheduled a definite time each day except Sunday. Being a more or less specialized job, a single assistant has been assigned to it. A routine of searching for books and handling the slips has been worked up by him, which includes a definite itinerary and a tracing file in which are filed the slips of the books searched for according to those found and those still not located. This file is kept in an accessible place under the Circulation Desk and can readily be consulted when a borrower comes in to ask if his book has been found.

The search always begins with the shelf list. Here call numbers can be verified, information obtained concerning the correctness of author and title, number of copies, accession numbers and if copies are marked discarded or missing. From the shelf list the search continues through the shelves in the stack, the temporary shelves on the stack levels, the sorting shelves on the main level, the mending shelves, the new-book shelves, the snag shelf, the general circulation and the temporary files, etc.

Our tracer renders a complete report of his activities at the end of each quarter. The following report of books searched for gives an idea of the whole process. During the spring quarter of 1931, a period of eighty-four days, the statistics were:

Located		651
Not located		168
Total traced		819
Per cent located		80—

These were located in the following places:

On shelf in stacks		90
In circulation files		66
Unfiled circulation		111
On sorting shelf		56
Wrong call number		67
Misplaced		55
On shelf in stack	47	
Circulation file	8	
Cataloging errors		4
From shelf list		39
Lost	11	
Missing at inventory	24	
Discarded	4	
Mending		10
Miscarded		4
On reserve without dummy in circulation file		5
Reserve dummy incorrect		1
In departmental libraries and not noted in catalog		4
Hold shelf		4
New shelf		1
Relabeling		4
Process of cataloging and marking incomplete		2
Labeled incorrectly		3
Other reasons included		15
Found later (after first searches)		110
On shelf	37	
In circulation	57	
On sorting shelf	1	
On snag shelf	5	
Returned later	10	

The value of such a procedure is evident, besides enabling a report to be made on each book, the results help us in the matter of replacing books. Another advantage is that the tracing system lessens the need and value of an inventory. If lost books are never called for, then why should they be replaced? Of course an inventory would correct statistics, but little practical value comes from a correction in statistics and must take a position of secondary importance. The most important thing is the replacement of lost and missing books which are needed. Our tracer searches for the book a number of times shortly after it has been requested. He stamps the date of each search on the back of the call slip and is thus enabled to know the number of times and date of each search. After three searches, if the book has not been found, the call slip is filed in the "Not Located" file. At the end of the year, after a final search has failed, the book is considered as permanently lost and a yellow dummy is made, dated and inserted in the circulation file. The number of call slips handed in for a certain book informs us as to the number of calls for the book before the yellow dummy is placed in the file. After the dummy is made the assistant stamps it each time there is a request for the book and thus we have a record of the use to which the book would have been put, had it been available.

At times during the year the dummies for lost books are pulled from the file and examined. If the book has been requested a sufficient number of times the order card is made out and stamped "Replacement." The Circulation Department specifies call number and copy number in order to facilitate cataloging. The dummy is stamped "Reordered," dated and refiled in the union file, where it remains until the new book has been cataloged and ready for circulation. Cards for the books which have not been in demand, book cards for those lost while in circulation will show use, are stamped "Discard" and sent to the Cataloging Department. There, if the lost book is an added copy, the accession and copy number are crossed out on the shelf list. If it happens to be a single copy, the shelf list and catalog cards are removed. By this method of tracing and system of records we have a record of all books which are lost, if they have been asked for even one or more times. We are also relieved of the embarrassment of simply reporting a book to be missing.

We have tomorrow
Bright before us
Like a flame.

Yesterday
A night-gone thing,
A sun-down name.

And dawn—today
Broad arch above the road we came.

——LANGSTON HUGHES in *The Weary Blues*.

Reader's Choice; Some Tips for Makers of Books

By PAUL M. PAINE

Librarian, Syracuse, N. Y., Public Library

NO DOUBT it would be well at the outset to say something about a public library in order to introduce the subject of what the book is that the public library wants. The public library is a democratic institution of learning and recreation. It is free in a sense that the public schools are not free; i. e., everyone is free to stay out, if he chooses and to go out and not come back, if he doesn't find what he likes or as he likes it. Public libraries glory in this spirit of elective opportunity. But it brings with it an obligation. The public library, since no one is compelled to use it, must hold out so pressing an invitation to the general public that everyone will want to come in who can be interested in the art of reading. In the Library where I work, for instance, we have 65,000 enrolled borrowers in a total population of 200,000, that is one-third of all the people in the city have their names on our books. That comes pretty near saying that there is a borrower's card in every house in the city which of course is not true, but there are as many cards in use as there are houses, and we are constantly striving to increase the number.

How is the public library to be made to commend itself to this great crowd of people, most of them people who have less than a high school education? Obviously by giving them within limits what they want or can be induced to want. What is it that the average adult person wants first of all in a library? It is, of course, the book of fiction, and that is as it should be. The average library, then, circulates from two to three books of fiction to one of anything else and its most pressing requirement is a good book of fiction which will be of the requisite size and shape, made of material which will look well on the shelves, with a color which attracts the eye, and sewed or stuck together so that it will last until it doesn't owe you anything. The rest of the work of a public library is scattered and divided into many parts, the most important, once the book has been cataloged and added to the shelves, being the use of reference material so called, the dictionaries, the encyclopedias, and the thousand other printed tools for use in answering questions. The reference material gets quite as hard usage as the circulating material, but it cannot be restricted as to size or shape, and in what I say about it shall refer only to a few rather obvious requirements.

It is evident that the book from the circulation shelves of a public library, and especially from the children's shelves is destined to a hard life. In the first place it is public property and no one has as much respect for public property, on the theory, perhaps, that it belongs to everybody and I can do what I will with mine own. And in the second place the reverence which you and I, well brought up people, have for the book as embodying the life blood of a master spirit is not shared by those who regard it from the purely physical aspect as you are asking me to regard it. So it is more or less kicked around, and it comes back often somewhat the worse for wear, to say nothing of tear. Libraries take inventory, some of us once a year. In the inventory we count a certain number as lost and withdrawn. Lost because they got out of the library without being charged and never come back—that's another story, a sad one; withdrawn because they have given their lives to the service and are only henceforth waste paper. There are thousands of these every year. The best library book is not what the dealers call a mint copy, uncut, with an unsoiled jacket. It is a book whose pocket or charging slip is covered with date marks, and around the word "finis" at the end of the words in a round boyish hand, "this is a bully book." So much for the library as an institution for the use, abuse, and wearing out of books.

In any proper presentation of a subject like this a bibliography should of course be provided. I have only a handful of references, mostly from periodicals. In the *Publishers' Weekly* for September 5, 1931 there is a report of the first season of the Book Building Clinic which held meetings throughout that season. It goes into the technical processes of manufacture rather too deeply for any but professional printers. In the *Publishers' Weekly* for February 13, 1932 the Book Clinic discusses standardization. There is a more popular interest in the discussion by Karl Brown in THE LIBRARY JOURNAL for November 15th, 1931. He points out that durability in books is never a talking point as it is with shirts. This is quite true of the books that sell in the largest numbers. There is no complaint in children's

Lecture presented at New School of Social Research, New York, November 15, 1932.

rooms as to the binding, paper and sewing of standard reference books. It may be said that reputable reference books are as a general thing well bound. As for the others it is even said in the trade that books last too long. They ought to wear out more quickly, it is said, so that new ones could be sold. And that is not quite as absurd as it sounds. It is pathetic to see the gifts that come to a library like ours. It seems that nearly every family in Onondaga County must at one time or another have owned a copy of Owen Meredith's *Lucile,* and all the others have owned copies of the poems of Tom Moore. They give them to us along with copies of Oliver Optic. Some have cherished for a century or so a volume of what used to be advertised as "padded poets," volumes of Longfellow, Bryant or Burns with covers stuffed with cotton. The family has to move. There is no space for books. They give them to the library. If some of these books had been made of material guaranteed to crumble into dust after ten years it would have been a blessing. We get many treasures, though, like that book of deportment published in 1876.

A library expert named F. K. Drury has published through the A.L.A. a volume on Book Selection in which he deals briefly with the physical aspects of the book. He raises the question whether it is better economy to take the book as it comes from the dealer, take off the cover, rebind it and resew it before putting it into circulation. There are binders who will do this for us without loss of time. The other way of doing it is to put the ordinary book from the dealer into circulation at once, let it wear out, as it will after some thirty trips to the homes of faithful readers, then withdraw it and send it to the bindery. Drury considers fabrikoid and library buckram the only two important materials for book binding. He shows what is meant by folio, quarto, and octavo, the latter, the standard size of library book being 9 x 6, or rather 8 x 5½. He says that the type should be 10, 11 or 12 point, leaded. For tired eyes he recommends 12 point. There should be more books in large type, librarians think. Drury also talks about margins, the bottom twice as wide as the top, the outside margin midway between the inside margin, proportions 4-3-1½-2 for these margins. And by the way, if you take a two volume book on the shelves, each volume having 2 inches of printed contents and covers one-eighth inch thick and start a book worm on page 1 of volume 1, with instructions to eat his way through to the last page of volume 2 how far will he have to eat? Don't know?

A new book by H. M. Lydenberg, President of the A.L.A., on the *Care and Repair of Books* contributes nothing to this discussion, but contains something sensible about a matter not remote from what we are talking about, that is books as carriers of contagious diseases. The Department of Health of your City, which knows its business, takes library books which have been in actual contact with the ordinary contagious diseases, exposes them to air and sunlight for 48 hours, then puts them in storage for three months, then returns them to the library. Of course if it is anthrax or small pox the book is suffering from it has to be destroyed.

In THE LIBRARY JOURNAL for May 1, 1931, F. K. Walter, librarian at the University of Minnesota, writes well on the subject of "Book-making a Librarian Wants." He speaks of wood pulp paper. Since about 1870 newspapers have been printed on paper which can be guaranteed to crumble into dust in ten years or so. Libraries do not know what to do about this. Newspaper files are among the most important sources of history. How can this precious record of the events, the ideas, the life of the latter part of the nineteenth century be preserved from physical ruin and decay? The *Times* prints one edition on rag paper, but it costs $100. Some of us can't afford it. There is no answer that the best librarians know. So far as books are concerned the question is of no great importance. As source material for historians, newspapers are invaluable. Good books may be reprinted; newspapers never. The books, moreover, which deserve to live are likely to be printed on stock that will last as long as the message deserves to. There's a lot more to be said about this question, but no time to say it. Walter speaks about color in binding. A few years ago a member of the staff of the New York Public Library, Rose Murray, who has charge of the rebinding of worn books proposed that we should abandon the dull drab and dismal colors that had made library books so deadly to look at, and dress them in gay blues, bright orange, vivid green, and other happy colors. The idea spread like wild fire. The manufacturers of buckram and fabrikoid were not slow in answering the demand. The result has been a gaiety which has done more to add cheer to public libraries than any discovery in my experience. Walter objects to the use of fanciful maps for end papers. I am sensitive about that since I have made some such maps myself. The point is that the library has to paste book plates and pockets and all that inside the covers, and so the map is covered up. There is a way of dodging this difficulty. I know of a real map of New York made about 1660 called the Duke of York's Plan which is fanciful, although it was not meant to be so. It ought to be reproduced as an end paper. The best example of the sort of thing that Mr. Walter dislikes and I admire, is the Malay Edition of Joseph Conrad. The map in the end papers of each volume shows the great voyages

and events of the Conrad stories, *Nostromo, Lord Jim, The Nigger of The Narcissus* and all. There is a special difficulty with folded maps and charts inside a book or separate maps inside a pocket in the back inside cover. They get lost and torn. There must be nothing loose in a library book if we can help it.

So much for the opinions of others. I now turn to what members of my own staff have told me. The Young People's Room, speaking about books for children, says we want:

Books not more than 6½ inches wide, the octavo size except for children under 8, or for gift books.

Simply drawn, colored illustrations for little folks.

Colored illustrations rather than black and white for all ages.

Strong binding.

Fourteen point type for children up to 9, 12 point for 9 year olds and upwards. (But, I ask, was not the *New England Primer* printed in 10 point?)

Type well leaded.

No white or pastel colors for cover designs.

Indexes for all books of information.

In case of a series, all the titles to be listed in front pages of each volume.

What the Adult Circulation Department wants:

Books of standard size, 1½ x 5½ x 7½. Fiction readers do not want little books. They read them too fast.

Cloth, strong, plain, smooth lacquered surface which will take the stamping necessary.

Inside margin wide enough to rebind. Three-eighths of an inch is too narrow.

Paper thick enough so that the print will not show through the page.

Type large and well leaded.

All this means that the ideal book of fiction for a public library must have about so many words, no more, no less. I step out of my office, and bring back a copy of a novel of pre-war vintage. It is set up in 12 point type. About 300 words to the page, that is, 90,000 words. This is a good length for a story. There are exceptions, of course, just as there are in the drama. But the average play, leaving Mr. O'Neill aside, has to begin after people get through eating and stop in time for them to go to bed, and that regulates the length of a play.

What they do not want in the Adult Circulation Department:

Covers made of some kind of gauzy stuff. The gauze wears off at the bottom leaving the board exposed.

Soft cloth that will not hold the stamping.

Gold stamping that turns black.

Paper labels, an abomination, though pretty at first.

Light colors in cloth that afford no contrast to the gold title, and soil rapidly.

Popular books in two volumes. Anything that can be got in one volume should be in one volume.

"Pastime" reading is as criminal as any other method of passing the time. Who in his right mind wants time to pass more rapidly over his head,—unless he is suffering?—Do you read a good novel for amusement or for a better understanding of life? Why do some people say, of a really good book, "Oh! I don't like that book!"? Do they really mean that? Or do they mean that they do not like the phenomena with which the book deals? Have we any right, as searchers after reality, to dismiss phenomena as mere phenomena? Shall we condemn Sinclair Lewis's *Main Street* simply because we do not like Carol Kennicott or because we do like Gopher Prairie or because we do not like disagreeable things? Ought we not rather to pierce beyond these ugly phenomena for a glimpse of the reality that lies behind them? Is Lewis dealing only with the particular situation in a particular book? Is he not rather putting his finger on the pulse of American town life at its worst or at least, at its worse, and getting the pulse-beat exactly?

To make a long story short, let us say that the careful reader who really enjoys the right kind of reading in the right way is the one who, although he may find some details of a book revolting, is nevertheless going to push on toward a more nearly complete conception of reality, while he goes on being repelled by revolting details and goes on likewise lifting his eyes to the hills whence cometh his help. This kind of reader is never content to say, "I don't like that book," unless the book is badly written or unfairly premised. He will say, "I don't like the kind of life that book portrays, and I don't like the author's Freudian attitude toward it, but I must admit that he has dealt with phenomena that grow out of an abuse of the highest conceptions of reality, and he has dealt with them sincerely, however warped his own outlook may be."

Hereafter, let us look at reading—whenever really worth while books are concerned—as a very valuable means of lifting the mists of phenomena for a little clearer look at reality, despite the fact that reality cannot be comprehended by the human mind.

—WILLIAM AVERY BARRAS

The Quiet Hour Book-Letter, October, 1932

As a Cataloger Sees It

By BERTHA KATHERINE KRAUSS

MUCH HAS BEEN written about library catalogs from the standpoint of user, cataloger and library staff, but as the same complaints seem to reappear, in spite of the fact that they have been analyzed and discussed many times, perhaps a cataloger may be allowed one word more. Many of these criticisms, especially those of the users, seem to be founded on a misapprehension. It is assumed that a catalog should be so easy to use that any one acquainted (or even not acquainted!) with the English alphabet should have no difficulties whatsoever, particularly if given a very brief code of instructions, such as can be printed on a card of catalog size or a small show card for the top of the catalog case. But if the catalog pertains to a library of thirty thousand volumes or upward and if it is made to answer all the questions commonly expected, it is impossible to make it so simple as that. It demands mental skill, resource and imagination roughly comparable to that required for moderate skill in playing bridge, and some manual dexterity, at least as much as is necessary to operate a typewriter by the "peck" system. No one would expect to become a passable bridge player if he had to start with only the ability to recognize the suits in a pack of cards and a knowledge of their relative values in the game and if, in addition, he consistently shunned most of his opportunities for practice. Nor would he blame his difficulties on Mr. Work or on the manufacturer of playing cards.

The ability to use a library catalog is not acquired in a day. But as it is one of the principal tools, why not make up our minds to learn its use, instead of railing at the cataloger? The ability to use a telephone directory, a railroad time table, a card index of correspondence, and to use them handily, is likewise not gained at first trial, and many people are very inept with these tools. While the use of these helps one to learn to use a dictionary catalog, it must be remembered that none of these is quite like a catalog, that they are not uniform in details of arrangement, and that the catalog is required to do many things that none of them does.

To ask that the alphabetical arrangement of the catalog be made to conform to any one of these tools is as futile as to ask that the "back space," "margin release" and "ribbon key" of the typewriter be placed in exactly the same relative places on the different makes of typewriters. Several years ago the American Library Association tried to induce the publishers of directories to adopt some of the library rules for alphabetizing, but so far as I have examined they still retain the separate file for names begining with "Mc." However, most of them arrange the "Mac" prefix followed by a name beginning with a capital in the same alphabet as the "Mac" prefix not followed by a capital. They used to have a separate file for these also. In this connection I should like to mention to those who still prefer the "Mc's" in a separate file in library catalogs, that the following popular reference books arrange names beginning with "Mac" and with "Mc" in one alphabet, precisely as is done in library catalogs: *Americana, Britannica, Catholic* and *Chambers Encyclopedias; Dictionary of National Biography, Lippincott's Pronouncing Biographical Dictionary, Who's Who* and the *Funk and Wagnalls Standard Dictionary*. Further, the user of the catalog is often too impatient. He expects to find his information on the instant, regardless of its character. He does not expect the merchant instantly to produce the exact shade of cloth, size or kind of screw or style of pocket knife he wants. Even the skilled user of a railway time table requires a considerable amount of time to look up a connection. Then why ask instant service of the catalog?

Meanwhile the specific complaints about catalogs go merrily on. We will omit from consideration the trials of those who are not sure of the alphabet, who do not know how to spell, who are not clear about the difference between a subject and a title, who think the date of birth after an author's name is the date of publication of the book, who never notice guide cards and who think it necessary to examine carefully every card in the B drawers until they finally reach Brown, Zephaniah, the object of their search. Many of them are highly educated, many are even librarians, but no card catalog can be made to suit such as these.

Let us consider instead the woes of Mr. A, who thinks there are too few *"See"* references, yet who scoffs at "Didactics *See* Teaching" on the ground that no one would look under such an obsolete term; of Miss B, a highly educated foreigner who has looked under "Moral Philosophy" and found no *"See"* reference to "Ethics" (*"See"* references from antiquated terms should be avoided); of Professor C whose logical mind is so outraged by the juxtaposition of "Marx, Karl," and "Mary, Virgin" that he forthwith writes an article condemning alphabetical arrangement; of Miss D the reference librarian

who doesn't want the catalog cluttered with technical terms that "nobody uses"; of Mr. E the new biology teacher in the high school who can't understand why there is nothing under "Coleoptera"; of Jimmy F who wants the last edition of a book on radio but doesn't know where to look on the card for edition and date; of Mrs. G who wants something on strawberry culture and looks under "Agriculture"; of young Jack H who would like Reinach's *Apollo, a History of Art* and looks under "History"; of Dr. I who can remember nothing about his book except "English Thought in the Eighteenth Century," which happens to be the latter part of the title; of Miss J the assistant librarian who has ordered all translator cards out of the catalog as an economy of space in the drawers and of time of the cataloger; and of Mary K whose mother has sent her for some of Gilbert Murray's translations of Greek plays. These are not figments of the imagination —the writer has met them all in the flesh, or has culled their plaints from magazine articles.

It is obvious that not all these can be suited, yet each thinks his the only possible reaction to the catalog. To be sure, these difficulties are easily resolved by a competent library assistant if one can be detailed to help people at the catalog, and if the people will accept such assistance, which they are not always willing to do. It is hardly possible to cover such points in the card of instructions frequently furnished, where space is inadequate. Perhaps a book of more detailed instructions, couched in the language of the layman, might be serviceable to the rare persons who would take time to read it.

But can the catalog itself be equipped to take care of some at least of these difficulties? Yes, if there is time and money for the purpose. Modern methods of cataloging do provide for most of them. But we cannot get the latest model of catalog every few years, as we do of the latest typewriter, and there is often not time to correct the deficiencies of former days. However, much can be done, in spots at least. Almost any cataloger will find time somehow to make a much needed *"See"* reference or title card if the matter is brought to her attention. Alas, usually the cataloger is the last to be informed. Even if she tries to help out by typing cards explaining the arrangement of the "Macs" and the "Mc's," to be filed respectively just before the "Macs" and just after the last "Maz," it will usually be found that the public do not see these cards, or will not read them carefully enough to understand them. The same applies to the carefully worded "Here are entered" cards defining the limitations of specific subject headings, which are usually not read by those who are confused by such limitations.

Let us hasten to agree that there should be more *"See"* references and more and better guide cards in most catalogs, and that there might even be some way of reconciling the conflicting demands, on the one hand for title cards for all books, even to drawers full of "History of" and "Treatise on," and on the other hand for a less bulky catalog. As to drawer labels, of which complaint is made in a recent article, it is hard to see how anything more than the usual inclusive letters could be put into the space usually allotted, and surely anything less would quite fail to show the contents. A guide card at the very beginning of the drawer, repeating the first combination of letters, and another at the very end bearing the last combination, will be found useful. There is a larger kind of drawer labels with space for more information, and they are indeed a boon, but few catalogs are equipped with them.

There are many little things that might be done to improve existing conditions, but they all require time, which is the thing the catalog staff usually lacks. The policy of cutting down in the Catalog Department has been adequately dealt with by Mr. Mishoff in the December 15, 1932 issue of THE LIBRARY JOURNAL. Probably not much can be done to improve conditions at present, but in many libraries the chief idea of those superior in rank seems to be to hound the cataloger for speed in getting books on to the shelves. While speed is commendable, it should not be made the sole criterion of a cataloger's ability, nor should she (it's usually "she"!) be forced to sacrifice accuracy and careful adaptation to the needs of users of the catalog, as is too often done. Of course it is not consciously done, but when speed is the only point stressed the cataloger must draw her own conclusions.

It must be remembered too in blithely asking for more *"See"* references, title cards, etc., that the mere time required to type them is not the only consideration. The *"See"* references must be carefully chosen, then checked with the catalog to be sure that the subjects to which reference is made are actually there, and then somehow recorded so that when the only remaining card on a subject is removed the *"See"* references may also be removed. The title cards must be traced on their respective author cards, and other improvements have each their complications.

Two things in particular would mitigate the present conditions. The first has been often mentioned, but I will repeat that the prevalent practice of segregating the catalogers and permitting them no contact with the public is pernicious in many ways. No cataloger can get an all around knowledge of what she is expected to accomplish if she is not allowed to view her work from all sides. In many cases the other members of the staff will not even take the pains to inform her of difficulties they have encountered.

Another thing that might be more easily remedied is the fact that many catalogers pay far too little attention to the appearance of the cards in the catalog. They see each lot of newly made cards only in some container in the catalog room, and do not follow them up to see how they are affected by their juxtaposition to the cards already in the catalog. For instance, if collections of plays are analyzed, especially if the L. C. cards for the collection are used for this purpose, the headings should be put on the analytics in such a way that all author entries for the same play will file together. If only the author's name is put in the typed heading, the card will probably be filed by what is on the next line, namely the name of the compiler of the collection, and so will fail to appear next cards for separate editions of the play. Subject "*See*" references sometimes conflict with title cards in a way confusing to the public, and there are many other details which seem to appear only when the cards are studied in relation to other cards in their vicinity. The cataloger will find means of dealing with these problems, if she knows of their existence. If she cannot arrange to do or revise the filing in person, or if not even her "most trusted lieutenant" can do so, perhaps she may yet find time to study the cards in their final position sometimes. One can do wonders in only one or two hours per week.

Of course, in spite of everything, the catalogs of large libraries become cumbrous. Placing author and title entries in one file and subject entries in another might be a distinct advantage, although the public in this case would doubtless fail to find subject entries about persons. Many people are decidedly hazy about the difference between a book about a person and a book by a person. It would hardly be necessary in most cases to have still another file for title cards. They do not interfere with author cards and it is better not to have so many files. A separate subject file would not make it easier for the cataloger. She knows only too well that the devil of bulk cast out by this means will be replaced by seven devils of other complications, though she will be relieved if there are only seven. Another suggestion for the slaying of the demon is to have cards for books published before a certain date in one file and cards for those published separately in another. It is assumed that the date be the date of first publication. The user of this scheme will be overjoyed at having to remember (or ascertain) the date of the book he wants. As for the difficulties of the cataloger—but this is undoubtedly the moment for drawing the well-known veil.

I hope these few words will not convey the impression that the situation is "just too bad." I suggest a few resolutions, believing that an attempt to keep them will improve matters. First, for all of us, especially including the non-cataloging members of the staff:

I will regard the skillful use of a library catalog as a desirable end, and not as one impossible of attainment, and I will endeavor to perfect myself in it.

If I have difficulties with the catalog not palpably caused by my own lack of knowledge I will report them to one of the staff, and I will not blame the cataloger for them more than three times out of five.

I will not regard my lack of skill in the use of the catalog as a proper subject for boasting.

I will remember that the catalog is used by people of varying tastes, knowledge and habits of mind, and that accordingly what seems to me superfluous and absurd may seem useful and sensible to some one else.

And for the cataloger:

I will endeavor to see the catalog from the point of view of the users thereof as well as from my own standpoint, and so far as it may be done without the sacrifice of essentials I will try to make the catalog as easy to use as possible.

Promise

Grey skies
And the earth asleep.
Snow lies
Sandal deep.
And who shall sing
From the high hill
Of the vagrant spring
That tarrieth still?

Who shall say
The spring's asleep
When violets lie
Sandal deep?

—GWEN CLEAR.

Librarian Authors

NOUVART TASHJIAN, not satisfied by a single career which is all most people aspire to, is both a librarian and an authority on handicraft. In explanation of the unusual combination of her dual careers, she said, "I owe Mr. William H. Brett the fact that I am a librarian, and to libraries for helping me to become an editor on handicrafts."

Miss Tashjian was born in Erzeroon, once the capitol of Armenia. She was the first woman to graduate from International College at Smyrna. Knowing how valuable and necessary a degree would be to her in America, she prevailed upon the authorities of this college to accept her as a student in spite of her sex. At Mr. Brett's suggestion to her sister in Cleveland, Miss Tashjian came to the United States and entered Western Reserve School of Library Science within a week after her arrival. After she had completed her course there, again it was Mr. Brett who helped her in obtaining a position as cataloger in the Library of Congress, where she received the very best cataloging experience. The opportunity to reorganize the Catalog Department of the Saint Paul, Minn., Library after it was destroyed by fire, was the first fruit of her Library of Congress experience. It was then, in 1915, that she introduced the L. C. Classification into that library, the first public library to use the L. C. system.

In 1928, Miss Tashjian resigned from the Kansas City, Mo., Public Library where she was the Chief of the Catalog Department and teacher of cataloging of the Library Training Class, to take charge of the recataloging and cataloging in L. C. Classification of the New York University Washington Square Library. At the same time she attended the School of Library Service at Columbia University, and obtained her Master's Degree in 1930.

While she was Chief of the Catalog Department of the Saint Paul Public Library, the work of her evening students' handicraft at the Y. W. C. A. attracted the attention of the editor of *The Farmer's Wife* and she was considered for the editorship of the Handicraft Department of that magazine. During the interview, the president of the Webb Publishing Company asked her what handicrafts she knew and if she could write about them. She listed a dozen or so, but admitted ignorance of some others and lack of experience in writing instructions for handicrafts. To the question, "How will you be able to satisfy our readers then?" Miss Tashjian answered that she was a librarian and knew where to find the necessary information. She got the position. His faith in librarians was justified as Miss

Nouvart Tashjian

Tashjian held this editorial position for over five years, until she was made the Arts and Crafts Editor of the *Modern Priscilla Magazine* from 1921-1925. Besides the regular editorial work of the two magazines mentioned, Miss Tashjian has contributed articles to other nationally known women's magazines, edited several Priscilla booklets and has had one of her own published in 1923, entitled *The Modern Priscilla Armenian Needlepoint Lace Book.*

During the World War, she was in charge of the Contract Mail and Record Division of the War Department at Washington. After the armistice, because of the great demand for qualified teachers of occupational therapy for disabled ex-service men, for a short time she taught handicraft to disabled soldiers at Saint Elizabeth's Hospital in Washington.

Miss Tashjian's latest contribution has been as collaborator on a booklet just published entitled *Cello-Ribbon Homecraft* describing uses of this new craft medium. This booklet should prove of special interest to teachers of arts and crafts, camp councillors, lovers of handicrafts, and children's librarians.

THE LIBRARY JOURNAL

February 15, 1933

Editorials

THE AMERICAN Library Association authorities are taking a long look ahead in proposing places for the Conferences in succeeding years with especial emphasis on geographical consideration; southern California was represented in 1931 at Los Angeles Conference; the extreme south was represented in New Orleans in 1932; the entire country and other nations will be represented by the great international conference this year at Chicago; in 1934 it is proposed to hold the Conference at Montreal for the second time in that City and for the fourth time in our sister nation of Canada which happily is included in the name of the American Library Association; while for 1935 Denver is proposed as the center of our mountain region, a mile high toward the stratosphere. We have often pointed out that the peripatetic nature of the Conferences is one of their best features in helping a broad nationalism by bringing representatives from all quarters together and by acquainting the citizens of the place and region selected with fellow citizens from elsewhere, while the A.L.A. always stands for the broadest kind of internationalism. Chairman Bishop of the International Federation of Library Associations is cooperating with President Lydenberg of the A.L.A. in seeking the widest possible attendance at Chicago from other lands and 543 invitations have already been sent out.

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WE ARE asked by the Membership Committee Secretary to point out that the membership figures given in President Lydenberg's address of October 12 showing a net loss of 2,600 were those of July 31 of 1932, and that the net loss was reduced during the succeeding five months to 1,773 as of December 31, thus correcting misapprehension from the figures given editorially in our January 1 issue. This gain of 827 in five months is an extraordinary contrast with the loss of membership by most organizations, the reduction of jobs and salaries throughout our libraries, the dearth of unemployment for recent graduates of library schools and the slipping of subscriptions on all periodical publications, especially from libraries, and is indeed an extraordinary example of its normal and healthy growth, which is to be attributed to the energetic work of Miss Maria V. Leavitt of the New York Public Library as Chairman and her associates on the Membership Committee and Miss Cora M. Beatty, its Secretary. These accessions bring the total membership to 13,344 with the beginning of 1933.

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A TIMELY compilation on Current Problems in Public Library Finance is planned by the A.L.A. for spring publication. It will include contributions from a number of librarians who have touched elbows practically with the problem and incidently will cover the results of the Questionnaire issued from this office which showed encouragement in the midst of the depression through a number of libraries whose funds have actually been increased because of public or private appreciation of their value and service. The best way to remedy evils is first of all to face them, and then to discuss the various means of overcoming the evil, and this the new volume is planned to do from the experienced intelligence to be furnished in the several contributors.

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THE PUBLIC library of the future will be patronized by a "population composed largely of elders" J. H. Shera estimates, in his excellent paper printed elsewhere. Mr. Shera believes that, with our population reaching its maximum about 1970, in 1980 the bulk of the population will fall between the ages of twenty to fifty-five and we will be a "nation of elders." It is interesting to note that Mr. Shera's conclusions are drawn from material prepared by W. S. Thompson and P. K. Whelpton, both of Scripps Foundation, in the chapter discussing population in the report of the President's Research Committee on Social Trends, recently published. If we accept the results of the investigations of Waples and Tyler in *What People Want to Read About* and hold that older readers are more interested in leisure time activities of middle-age, then Mr. Shera concludes it may well be that vocational reading and "Reading with a Purpose" will decrease in popularity to the point of extinction, but the services of librarians will slowly but definitely increase on the as-

sumption that the aging of the population will result in the increment of the standard of living which, in turn, should raise the general cultural level. The library will play an important part in this "changing world," but we must proceed with a definite program for the elevation of library standards and rigid standards of entrants into our library schools and not send forth "unlimited hordes of superficially prepared librarians" or base "superiority upon magnitude of enrollment in our library schools." Prophecies as to the future are notoriously uncertain but these calculations and conclusions are certainly worthy of study and cannot fail to interest the library profession.

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ROCHESTER in the midst of its library setbacks has the finest possible encouragement, an example to all library donors in the bequest by Miss Kate Gleason of $100,000 for its public library in memory of Amelia Brettelle. Miss Brettelle was a teacher of history in the Rochester High School who made such an impression upon Miss Gleason that this splendid memorial is a result, and it is made especially for the purpose of establishing and maintaining a history department in the public library, which shall do to those who shall come after the service which was done for Miss Gleason by her honored teacher. Again and again come these gratifying evidences of the appreciation of libraries by citizens of their community, and Rochester and the library profession are alike to be congratulated on this wonderful and practical testimony from the lady who has made her own memorial in planning to make a memorial for another.

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THAT INDEFATIGABLE Bibliographer, George Watson Cole, is not to be discouraged by additional birthdays, now above eighty, from continuing the good work with which his previous years have been filled. He is as good an Internationalist as he is an American, and now he is proposing to do the English branch of the profession, and in this wise all the library profession, a substantial service by making an index of the publications of the Bibliographical Society, London, which will then have an Index comparable with that furnished last year for the Bibliographical Association of America. With this he will include an Index to the publications of the *Library Association Record*, one of the earliest of English library periodicals, so that the Index will be particularly valuable as to the early history of the profession in England. It is to be hoped that all libraries which can do so will support this work by making subscriptions toward its publication.

Library Chat

"The Mercantile Library of New York was founded in 1820. As Fulton Street had become a thoroughfare by that time, my grandfather, Stephen Van Wyck, moved his home to Beekman Street, near Nassau Street. Quite a move for those days, four blocks, saying he 'would not live on a thoroughfare,' and rented our old homestead for store purposes, in one of which the Mercantile Library made its first home in 1820. . . . The notice to the public read: 'To merchants' clerks and apprentices disposed to form a mercantile library and evening reading room.' This notice appeared on November 3, 1820, and was discussed at a meeting at the Tontine Coffee House. Three months later a seven-hundred-volume library was installed in one room at 49 Fulton Street. The one hundred and fifty members drew up a constitution, stipulating that anybody 'of good character' could join, but that only merchants' clerks might have any voice in the management. . . . In 1826 the shelves contained six thousand volumes and the library was moved to larger quarters in Cliff Street."

——From *Recollections Of An Old New Yorker*—FREDERICK VAN WYCK.

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"It was like this. Years ago I went to an auction sale. A library was being submitted to the hammer. The books were all tied up in lots. The work had evidently been done by somebody who knew as much about books as a Hottentot knows about icebergs. John Bunyan was tied tightly to Nat Gould, and Thomas Carlyle was firmly fastened to Charles Garvice. I looked round; took a note of the numbers of those lots that contained books that I wanted, and waited for the auctioneer to get to business. In due time I became the purchaser of half a dozen lots. I had bought six books that I wanted, and thirty that I didn't. Now the question arose: What shall I do with these thirty waifs and strays? I glanced over them and took pity on them. Many of them dealt with matters in which I had never taken the slightest interest. But were they to blame for that? or was I? I saw at once that the fault was entirely mine, and that these unoffending volumes had absolutely nothing to be ashamed of. I vowed that I would read the lot and I did. From one or two of them I derived as far as I know, no profit at all. But these were exceptions. Some of these volumes have been the delight of my life during all the days of my pilgrimage. . . . It was thus that I learned one of the most valuable lessons that experience ever taught me. It is sometimes a fine thing to sample infinity."

——From *Mushrooms On The Moor*—F. W. BORRETAM.

The Open Round Table

Spelling Reform And D. C. Classification

THIS OCCASION of the issue of the thirteenth edition of the now completed and corpulent Decimal Classification brings up again the recurrent query as to whether a valued and essential bibliographical implement like this is the proper vehicle for the advance of spelling reform propaganda.

Our battered old English language needs bettering, to be sure, but quite as much in pronunciation as in spelling, according to some.

Might we not hope that the next edition, probably to be issued several years after Mr. Dewey's death, will be found to abate its "ofensiv orthografi," and would not some proper Committee of the A.L.A. like to intimate such bright hope to the editors?

And does anybody agree with the undersigned that said "subversiv speling" tends unjustly, but naturally, to impair, in the opinion of some, the general sanity of the work?

——ROBERT K. SHAW,
Worcester (Mass.) Public Library.

Montclair Will Lend Material

TO LIBRARIES which are about to be the subject of inquiry by a local tax payers' committee or municipal department, the Montclair, N. J., Library will gladly lend material it has recently assembled for the information of the Montclair Citizens' Investigating Committee.

The material which the Montclair Library will lend covers, The Library's Place in the Community; Breakdown of the 1932 Income of the Montclair Public by Budget Items; Breakdown of the 1932 Income of the Montclair Public Library by Services; Miscellaneous Supplementary Data for 1932; Brief History of the Investigation, with Report of the Survey and Resulting 1933 Budget.

——MARGERY QUIGLEY, *Librarian.*

Map Bibliography To Be Compiled

EARLY MAPS often furnish important historical information that can be found in no other documents. With a view to facilitating their wider use by students of history, the Commission on Historical Geography of the International Committee of Historical Sciences has undertaken the compilation of a bibliography of large-scale manuscript topographical maps of European states dating from before 1800. The cooperation of the libraries of the United States is requested in connection with this undertaking. I have communicated directly with the Library of Congress, the New York Public Library, the William L. Clements Library, the Henry E. Huntington Library, and the Libraries of Harvard and of Yale Universities, but would appreciate information in regard to other collections in the United States that may include maps of the kind stated. If any readers of this letter know of such collections, will they kindly write me?

The Commission is also preparing an exhibition for display at the Seventh International Congress of Historical Sciences to be held in Warsaw this summer. Maps of three sorts will be exhibited:

1. Topographic maps of the period before 1800;
2. Historical maps and atlases (i. e., maps and atlases designed to illustrate historical events and movements);
3. Early maps and plans of cities.

If any American libraries have materials that they could send for this purpose I shall be glad to give them further details.

——JOHN K. WRIGHT,
Librarian, American Geographical Society, Broadway at 156th St., New York.

A Special Service Plan

LAST SEPTEMBER the librarian of Cooper Union Student's Library, New York City, sent a form letter to its borrowers proposing to them that henceforth they determine what books were to be purchased for their library. When the students returned to school the next month they found that this proposal had been no mere gesture. They were given mimeographed sheets describing in complete detail a "Special Service Plan," a system whereby the student by a simple procedure could request (and have) works of authors he particularly liked, new titles, or books treating with any of his special interests or hobbies. The student was only required to fill out a brief form, which would give the librarian sufficient clue to obtain the book he wanted. The day after the student made his request, he was to go to a section of the library given over to the plan, where he would find the book he requested with a tag bearing his name, or a note from the librarian informing him when he could expect the book.

That the "Special Service Plan" has won over the student body is testified daily by the large number of requests received, and by the fact that in four months' time circulation has almost been doubled. Several of the requests call for books

that are either found in the Student's Library or in the adjoining Cooper Union Reading Room, which is opened to the general public as well as to students. Many of the requests call for newly published works. If, after an immediate investigation, the books are found to have merit the library does not hesitate to buy them; reserve them for the students who have requested them, and, afterwards, place them on the shelves for general circulation.

Despite its liberality, the plan has not in any manner interfered with the high standards that have been set up for the library; on the other hand, comparatively few requests have been turned down. Moreover, it has produced a greater intimacy between the student and the library, and in this way propagated a more telling interest in books than heretofore.

——JERRE MANGIONE.

Government Documents, Printing and Distribution

THE SUPERINTENDENT of Documents of Washington, D. C., Alton P. Tisdel, has recently sent a questionnaire to depository libraries. Following is an extract from a reply sent by the Harvard College Library, Cambridge, Mass., in response to this questionnaire. If other depository libraries feel that the recommendations made are advisable, it will have a cumulative effect to communicate their opinions to Mr. Tisdel.

"In your questionnaire dated November 23, 1932, you ask for suggestions for improvements in the present service of printing and distributing government documents.

"This library has been purchasing during the past few years complete files of the Congressional Hearings and has found it convenient to keep them together as a set, binding into volumes at the end of each session. We understand that a number of other libraries are subscribing for this important material. It would be highly useful to Harvard, and I suspect a convenient service to other libraries as well, if the Superintendent of Documents would issue at the end of each session title pages and contents sheets which would enable librarians to check the series for completeness and to save the trouble of specially planning the binding. The Harvard custom is to arrange the hearings alphabetically by the significant word of the committee, and make convenient volumes, appropriately lettered. This has enabled our Reference Department and research specialists to use the series conveniently, and this is the arrangement that we should recommend if it should turn out to be practicable to print title pages and contents sheets. The contents sheets should, of course, indicate exactly the number of parts published for any given hearing, in order to serve as a check list. It would presumably be impossible to assign on first printing the volume and number which each piece will finally bear but it, when the titles and contents sheets are printed, a volume and number is then assigned, it would greatly facilitate future reference and simplify indexing. Indexes should be prepared for each session similar to the index already printed by the Senate Library.

"A definite saving of time and money would come to all persons using U. S. Government publications and to libraries permanently preserving them if legislation could be introduced which would give the Superintendent of Documents authority to bring into consecutively numbered series all volumes and pamphlets issued as separate monographs by the various federal bureaus, offices and departments. There may, of course, be as many of these numbered series as convenience may dictate. When these separate publications form units in consecutively numbered series (Bulletins, Circulars, etc.), it is vastly easier for the depository library to record them economically, to make sure that files are complete, and to store them for permanent preservation and future use in such a way as to provide speedy and direct reference to the individual piece; incidentally, this would result in these documents being kept, when so desired, in uniform fashion in each of the many depository libraries. Moreover, the man of affairs, the busy legislator, the specialist and the writer would be enabled in personal notes or printed publications to make simple, definite and unmistakable reference to the individual piece and would not be obliged to quote long, involved and cumbersome titles to ensure proper identification of the piece and speedy locating of it in the future.

"In order to make the individual piece more attractive in appearance and give it the prominence of a special publication, the series title (Bulletin, Circular, etc.) could be printed inconspicuously on the face of title page or even relegated to the back of the title page, although the latter practice would not be so acceptable to libraries as the former.

"Issuing the publications as parts of series ought not to diminish the individual listing of the separate items in library card catalogs, and the prompt publication of Library of Congress cards for each suitable individual title would minimize any tendency on the part of librarians to omit such individual entries.

"The present custom of printing so many pamphlet publications as independent units, each unit having no quickly recognized bibliographical connection with scores of similar units is greatly increasing the librarian's labor of recording this output of the government printing office, has already created a situation that makes almost im-

possible a satisfactory bibliographical record of government publications, and gives no hint to an orderly filing of the component parts. It is questionable if the bureaus that publish these unnumbered issues are themselves able to locate promptly in their own official files each individual piece.

——T. FRANKLIN CURRIER."

Work in Mexican Libraries [1]

My story will begin in January, 1932, when a new head of the Library Department took charge of the office. We had less money than ever, but this handicap was somehow eased by great enthusiasm and love for the work. We began by getting together every trained librarian available to work out important reforms. The work of late years was studied to advantage and many new measures and methods were devised. Not being able to extend library influence in a material way, or establish new institutions and enrich those already at service, attention was paid to emphasizing the technical side of librarianship. Several librarians, some of them graduates of American library schools, were appointed to translate and make necessary changes in the cataloging and classification rules. Some of the work taken up by the Library Committee was: a translation of the A.L.A. and B.L.A. author and title entries rules, and also those of Cutter's; the list of subject headings used in the Library of Congress; and the Tables of Classification of the International Bibliographical Institute of Brussels. This has proven a slow and difficult task, but we expect to have it finished at the end of the year.

A great deal of attention was also paid to the matter of library publicity. Book talks in the bibliographical magazine, *El Libro y el Pueblo*, a bulletin of the Library Department, inserts in the daily press, and radio talks were the chief means of attracting patrons to the reading rooms. On the other hand, special care was taken in selecting and buying the present year's books. This has been a time of very scanty appropriation, but there has been the determination to spend it well. For the first time in the history of library work in Mexico, there were several librarians and bibliographers in charge of book buying. Children's books and school text books were preferred this time, but with the remaining money, some other books were chosen dealing with up-to-date and interesting subjects. Everybody is hoping that in spite of the meager sum devoted to this purpose a better public service will be accomplished.

Library rules were also subject to reforms and additions. The loan service rules were somewhat modified and over night service was established for the first time. A reference bureau was started to answer all kind of inquiries from the public. Every library in the system is now connected by telephone with the main offices and thus the reference bureau can easily communicate with them to facilitate research and investigation. The Union Catalog which contains at present a little more than 100,000 cards of the books in all the branches of the city, aids in this work. The main bibliographical work has been the compiling of popular reading courses on several subjects which are being published in the *Volantes del Libro y el Pueblo*, another bibliographical publication that we edit.

But the most far-reaching enterprise was the establishing of the Special Library on Library Economy and Bibliography. This was a very dear and old project, but could not be established until this year. Its humble beginnings do not discourage us. Its catalog is already complete with analytics and we are now making an index to the articles in the Wilson and the A.L.A. *Bulletins* which we receive more or less regularly.

The small collection already organized, opened to public service in the Main Offices, was intended to be a help in training librarians and assistants. To this purpose, a reading course was devised giving a bibliography on every interesting point in Library Economy which was available in books, magazine articles and even clippings in our stock. Everybody in our library force is anxious to read it and we expect to harvest good results, particularly as we can not depend for the present on a regular library course for the training of our employees.

I will also add that an event in our libraries was the transfer of the "Lincoln" Library from the Library Department to the Mexican University. It is only a matter of different supervision as the same old policies are being followed as before. Slowly and steadily we are advancing little by little in the long, long way we must cover. We are still young as we are but a little more than ten years old, as perhaps you remember that it was in 1921 that the Mexican Library movement was started with the establishment of the Library Department in the Secretariat of Education. Our hopes and enthusiasm are great to face the future in our libraries, the foundation of which we are laying today.

——JUANA MANRIQUE DE LARA.

1 A greeting to the Southwestern Library Association.

BECAUSE her husband allegedly "became so engrossed in books and the library that he neglected her and their home," Mrs. Jerrold Marvin Webb, of Marshall, Michigan, has filed suit for divorce from William Webb. Mrs. Webb charges that Mr. Webb told her he "preferred books and the quiet life they afforded him" to her company.

In The Library World

History Of The Mercantile Library

WITH ABOUT 700 volumes, the historic Mercantile Library embarked upon an important and useful career. This humble and unpretentious beginning saw the light on November 9, 1820, when a group of earnest young men, engaged in the mercantile trades, gathered together in the Tontine Coffee House for the purpose of establishing "a literary institution whose object is the dissemination of knowledge and the cultivation of intellect." Shortly thereafter an apartment was leased in No. 49 Fulton Street. These quarters were considered suitable and "possessing the important requisites of being sufficiently central and capacious." That "a wide and unbounded prospect lies before us," was the dictum of the director's report of that period. Time has fulfilled the prediction by a distinguished record of steady growth and progressive moves to more commodious facilities and geographically convenient quarters.

"Business is terrible—everybody's returning books on time!"

Reprinted by permission from January issue of *Life*.

At the end of the first five years, "a variety of considerations made it advisable, indeed necessary" to remove the Library to "a more convenient and central, and a more conspicuous situation," which led to the rental of rooms in the Harper Brothers Building on Cliff Street. Again, in the eighth year of its existence, the Library's continued growth and widening usefulness made the necessity of removal to a more spacious and commanding headquarters insistent and imperative. "A plan was proposed, having for its object the erection of a building." This proposal having met with "the cordial approbation of so large a portion of the merchants of the City," sufficient subscriptions to a building fund were obtained to carry out the project. It was agreed by the directors that "this edifice will bear the name of one of our earliest friends, and were a monument to the name of Clinton needful to perpetuate his fame, we trust Clinton Hall will endure."

A century and nine years ago, the epoch making removal into its own building, saw the Library comfortably housed in Clinton Hall at the corner of Nassau and Beekman Streets, where "clothed with a more attractive and imposing character than it had yet borne; and commanding a high place in public estimation," it was regarded "as having become entitled to rank among the established literary institutions of the State." Two decades later the Clinton Hall of Nassau and Beekman Streets was inadequate, and the locality too-far-down-town to be central to the ever northward-moving population. A bitter division of opinion deferred prompt and favorable action in support of removal, but the pendulum of change definitely climaxed the controversy, and the site of the old Astor Place Opera House was purchased and converted to the needs of the Library.

From April, 1854, until April, 1890, this old opera house was continuously in the Library's service. And, when once again the lack of book storage space, and facilities for efficient operation, became self-evident, the Library was forced to occupy temporary housing space, to permit the demolition of the old building, and the construction of a new building, adequate for its necessities. On the auspicious morning of April 16, 1891, the first installment of books reached the attractive rooms allotted to the Library service.

And now, once again, the pendulum of Progress shifts to the central portion of Manhattan Island. Converging transportation systems, expediting the movement of people to and from outlying communities, the establishment of "big business" in the forties; the commanding situation of vast phalanges of hotels and apartment houses, with their teeming millions of residents and transient visitors; combined with the long since inadequate and almost obsolete facilities, handicapping the Library's service at Astor Place, and the fullest use of its magnificent literary endowment; crystalized the desirability of removal, and is the genesis of the attractive white marble, up-to-the-minute, modern structure, erected on the site of No. 17 East 47 Street. This delightful new building housing 230,000 volumes is now open for the use of our subscribers.

Rochester Public Receives Bequest

THE WILL of the late Miss Kate Gleason, who died in Rochester, New York, January 9, 1933, makes the following bequest:

"Second: I give and bequeath to the city of Rochester the sum of One Hundred Thousand Dollars ($100,000.00) for the establishment, equipment and maintenance of a History Alcove or History Department in the Public Library of the said City, which shall be a memorial for Amelia Brettelle formerly a teacher of history in the Rochester High School to whom I am grateful for the inspiration given by her to me in the study of history: and I request that a memorial tablet or medallion be placed in such History Alcove in commemoration of this gift and of the said Amelia Brettelle."

A Memorial and expression of appreciation was adopted by the Board at its annual meeting, January 19, 1933.

The Trustees of the Rochester Public Library appreciate deeply the bequest to the city by Miss Kate Gleason of a sum of money for the establishment of a history alcove in the public library to the memory of Miss Amelia Brettelle. It is a bequest profoundly generous and thoughtful, and the act of a rare woman to whom was given the wisdom and insight to recognize the influences that had touched her deeply, and the graciousness to wish to share those influences. Such a bequest cannot fail to commemorate the fineness and receptiveness of the pupil as well as the inspiration of the teacher.

Miss Gleason has provided a way not only to honor the memory of Miss Brettelle but to extend and perpetuate the influence of that teacher who had been her inspiration. Both old and young, for generation after generation, will profit by her gift, and the growing collection of the finest and best that is written on the subject of history will inspire countless students to thought and further study, and will reach and influence many to whom the privilege of formal education and contact with such a teacher as Miss Brettelle has been denied.

The Trustees appreciate, furthermore, the confidence that Miss Gleason's bequest implies in the public library as an instrument to carry out her wish, and her faith, so unquestionably made manifest, in the value and worth of popular education. To utilize their best efforts that this bequest may fulfill to the uttermost the vision and forethought that prompted it will be not only a pleasure but a valued privilege.

Survey of Brooklyn Library

THE BROOKLYN, N. Y., Chamber of Commerce intends to place the Brooklyn Library system on an equal basis with the other library systems in this and other cities. With a view to finding some means of accomplishing this purpose William Kennedy, Jr., president of the Chamber, recently appointed a committee to make a survey of library conditions which consisted of Major Benjamin H. Namm, chairman; the Rev. S. Parkes Cadman; Miss Mary E. Dillon, president Brooklyn Borough Gas Company, and John C. Parker, president Brooklyn Edison Company. The report which this committee has made on the results of their survey calls attention to the tremendous increase in demands upon the library in times of unemployment and of the large growth of higher education in Brooklyn which looks to the public library for service.

American Book Councilor Series

A PLAN for a pamphlet series of popular subject booklists, selections to be made by the Baker & Taylor Co., under the auspices of the Joint Board of Publishers and Booksellers is to be launched the first week of March. Lists will be brief, from fifty to sixty titles each, covering subjects on which bookstore and library patrons frequently ask for reading guidance. The series is to be called the American Book Council and can be obtained (60¢ a hundred in lots of less than 500) from the American Booksellers Association, 35 East 20 Street, New York City.

Irion Library Presented to University

THE IRION LIBRARY, a professional library in the field of education founded in 1932 by the Gamma Chapter of the Phi Delta Kappa Fraternity in honor of Dr. Theophil W. H. Irion, Dean of the School of Education of the University of Missouri, was presented to the University of Missouri on the occasion of the celebration of the twenty-fifth anniversary of the matriculation of Dr. Irion in the University. Dr. Walter Williams, President of the University of Missouri, presided at the banquet. He introduced Dr. John Rufi, Professor of Education, who with appropriate remarks presented the Irion Library to the Board of Curators. Mr. H. J. Blanton, Vice-president of the Board of Curators, accepted the Library on behalf of the University of Missouri and Dr. Henry O. Severance spoke on the possibilities of the Irion Library. Dr. Irion, the honored guest of the evening, the last one on the program, gave a brief philosophical discussion on education.

No Excuse for Not Getting Overdue Books Back to the Muskogee, Oklahoma, Public Library. Any Hour (Except During Library Hours) Books May be Dropped into the Book Box.

The Gamma Chapter has a growing endowment fund which amounts to more than a thousand dollars which the Chapter has placed in the hands of the Curators of the University for investment, the proceeds of which will be spent for the purchase of books in the field of education that may be needed for research work thereby supplementing the 1400 volumes on Education in the University of Missouri Library. The Chapter has solicited gifts of books from its members, many of which are added copies greatly needed for underclassmen study. Within the last six months more than 200 volumes have been received from this source.

In Dr. Severance's address, he stressed five possibilities for the Irion Library:

1. The Irion Library might become the nucleus of a research or seminar library in education. If the collection should be small and composed of books used principally by the underclassmen, the library might be absorbed into the General Library collections on education. It would not be desirable from the point of view of service and administration to have it constitute a separate entity in the stacks. The John H. Lathrop Library of English and American Literature was established as a separate collection by the donor, the Honorable Gardiner Lathrop, at that time a member of the Board of Curators, but with his consent the books have been placed in classes of the University Library books. When a seminar for education is provided with conference rooms adjacent, a seminar collection consisting of the books from the Irion gifts and those from the main library, which are desirable for research will be shelved in the seminar. The desirability of having all seminar collections in the Library building is apparent to all research workers. The investigation of any subject is likely to lead the scholars into fields of knowledge not covered by the books in the seminar collection. All the Library resources of the University should be available under one roof.

2. A second possible use for the Irion Library would be to make it the basis of a professional library to be housed in a School of Education building. It would then become a branch library similar to the College of Agriculture Library and the Library of the School of Law. If it were to assume such dignity, the collection should be increased to 20,000 or more volumes to make it reasonably serviceable as a separate unit. It would serve the School of Education as the Penniman Library does the Department

of Education of the University of Pennsylvania.

3. The collection might become a house library for the men students in the School of Education. In such accommodations as Harvard University provides in her system of houses, notably Lowell House, the students, about 250, live in the House along with tutors in the several subjects in the curricula pursued by students living in the House. The tutors are responsible for the selection of books in their respective subjects such as history, sociology and the like. The students have free access to all the books in the library. The tutor in United States History, for illustration, meets his group of eight or ten students around a table by the fireplace or in conference rooms, discusses their research problems and seeks to suggest guidance. Sometimes a group meets without a tutor. If the Liberal Arts College Administration finds this plan of acquiring an education satisfactory, there would be good reason for the School of Education to adopt similar methods.

4. In case the men students in education should find the house idea impracticable, he suggested the desirability of the house for women students in education. There are four times as many women as men in Education in the regular session and six times as many in the summer school. The women have an advantage over the men in that the University has a women's dormitory which is filled to half of its capacity. Only sixteen women live in this building—Read Hall which was erected specifically for women students! With very little effort this building, Read Hall, might become headquarters for all the women students in the School of Education. A library made up of duplicates from the Irion Library and the General Library might be available. Read House for women might be to the University of Missouri what the Lowell House is to Harvard University. In a room with this professional library might be placed a collection of books for leisure reading for which there is no space in the main library. This would give the women students the opportunity to cultivate the art of reading and to become familiar with some of the best current books in all fields of knowledge.

The fine response from noted educators and other chapters of Phi Delta Kappa in the giving of books, and in many cases the presentation of autographed copies, is a challenge to the Gamma Chapter in Columbia to make the Irion Library one of the best of professional libraries in the field of Education.

A List of Cumulated Indexes

VAGARIES OF periodicals are legendary. They change name, unite, branch off, play dead, depart this life without leaving a forwarding address, re-appear with the ancestral skeleton well hidden in the closet—do anything, on occasion, but act well-ordered. We vote, here and now, the profession's thanks to Mr. Faxon, of Boston, for his lynx-eyed column in the *Bulletin of Bibliography*. One very canine prank they have is to bury their cumulated indexes, and it is the job of digging these compilations up that Mr. Daniel C. Haskell, Assistant Bibliographer of The New York Public Library, set himself some years ago.

The value of these indexes is unquestioned. Frequently, they are indispensable in determining the completeness of a series. For reference work, they generally present a more detailed key to contents than can the collective indexes, and they frequently have had the advantage of being prepared by some one associated with the issuing organization, so that background gives perspective to the work. This very fact occasionally results in the production of an index difficult to use—but the true reference librarian soon learns that it is easier to get acquainted with idiosyncracies than to condemn them, if he wishes to get anywhere!

The magnitude of indexes, resulting from Mr. Haskell's researches so far, is rather astounding; he has gathered notes of some 5,000 titles, each of which contains from one to twenty cumulated indexes. As he has not yet felt the need of placing severe limitations of scope, he is including documents and even continuations if they are not definitely "sets" or "collections"—terms popularly applied to works appearing in a definite number of volumes. The series, also, must contain three or more volumes.

Indexes whether good or bad (regarded as bits of workmanship) are included, and no distinction as to type—alphabetic or classified, author or subject—is made. The only class omitted is what he calls the "cumulated tables of contents," a series of uncombined tables.

Mr. Haskell uses notes of indexes only for guides; he is including only such items as he actually inspects, for with such variety in cataloging methods, it is almost impossible not to accept duplications from the descriptions which he finds. From his 5,000 notes, he has, so far, completed the cataloging of about 3,600 indexes. His investigation has so far been only in the collections of The New York Public Library; before he has completed the work, he plans to search other collections in the East, as well.

It will, in one sense, be a finding-list, for the

compiler plans to locate at least one copy of any item not in the home library's collection. Further location seems unnecessary, as the *Union List of Serials* (which, by the way, included among its notes of cumulated indexes many titles taken from this file), with its supplement, serves this purpose.

Full cataloging is not given the serials themselves, but full collation is given each index. Notes of scope, arrangement, or content are not used. In case the index includes several publications of an institution, it is placed under the name of the institution, with whatever duplication and references are necessary if one or more publications are to be considered independent periodicals.

It is the kind of compilation which, according to Mr. Haskell, grows best, once the groundwork is laid, by not tending too assiduously. By "keeping on the look-out," as he carries forward his routine, and by enlisting the cooperation of those interested in the project, he is able to add steadily to his list. He states that he will be glad to answer questions from it, so far as his completed entries will permit, and he will welcome a note of whatever titles any fellow compiler may unearth. His problem is not so much with the independent, frequently separately published cumulation, but with the paged-in, unassuming little fellow, such as unexpectedly appears to take the place of the annual index, somewhere near the back of the last number of a volume.

——KARL BROWN.

Library Founded By Parents' Group

A NORTHUMBERLAND, Pa., County Traveling Library has been organized by the Parent-Teachers organization of the county. Contributions to the fund have made it possible to purchase a good-sized library to be distributed among the schools of Northumberland. Books for distribution are divided into different units and placed in containers which are sent out to various schools. Miss Jessie Wilson of Sunbury, Pa., has been appointed librarian and will have charge of delivering the books to the rural schools. One month will be allowed to each school for the use of the books and at the end of that time they will be sent to other schools on regular schedules.

A. L. A. Conferences For 1934 and 1935

THE FIFTY-SIXTH annual conference of the American Library Association will be held in Montreal in 1934, if satisfactory conclusion of detailed arrangements can be made. The fifty-seventh annual conference of the Association is scheduled to be held in Denver.

Danish Books For Libraries

FICTION

Ehrencron-Kidde, Astrid. *Huset ved Kanalen.* Aschehoug. 1930. $2.50.

An old-fashioned story of the childhood of Konstance, a motherless girl brought up in an atmosphere of the sea, her tragic love and death.

Jensen, Thit. *Jørgen Lykke.* Gyldendal. 1931. 2v. $4.75.

Realistic portrayal of Jutland life in the 16th century.

Kirk, Hans. *Fiskerne.* Gyldendal. 1932. $1.15.

A talented and entertaining novel picturing with great force the simple life of the Danish west coast fishermen and their very special kind of Christianity.

Kristensen, Tom. *Haervaerk.* Gyldendal. 1930.

A diffuse but thoroughly honest and penetrating novel about drunkenness, based upon experience. The author is a literary critic.

Larsen, J. Anker. *Rus.* Gyldendal. 1931. $1.70.

A novel about men and women facing old problems under the changed conditions of modern life. The author is seeking to define a way out of the chaos of the after-war period.

Lauesen, Marcus. *Og nu Venter vi paa Skib.* Gyldendal. 1931. $2.75.

Story of a once powerful family of shipowners and skippers in Slesvig, revolving around the magnificent figure of Fru Juliane Hagemeyer née Jessen, "who at 86 seems to embody in herself the glories of many generations, but who on her deathbed at last has her eyes opened to the fact that the family fortune has been built on greed and violence which must bring a curse." An outstanding novel.

Lütken, Hulda. *Lokke-Saed.* 2v. Gyldendal. 1931. paper $2.45.

A weird story of a poor girl who struggles hopelessly against the strange, unnatural fascination of a gipsy whom she fears and dreads. Style is suggestive of Hamsun.

Madelung, A. *Godset paa Mænnen.* Gyldendal. 1928. paper $1.70.

An unusual story, philosophical and wise, of a world-war aviator who settles down to a hermit's life on his estate in Sweden.

Michaelis, Karin. *Justine.* Jespersen & Pio. 1931. $2.65.

Story of a woman of the provinces who leaves her husband and by chance meets her former lover abroad. There is introduced the psychological problem of a lie begetting lies and the emotional consequences of a son-fixation.

Nexø, Martin Andersen. *Midt i en Jaerntid.* 2v. Aschehoug. 1929. $3.40.

A novel of Jutland rural life in the after-war per-

Compiled by the Scandinavian Book Review Committee, R. H. Gjelsness, Chairman, under the auspices of the A.L.A. Committee on Work with the Foreign Born. Contributors to this list are: Inger Aubert Daae, Anna Skabo Erichsen, Mildred Nörgaard, Aasta Wendelbo, all of the New York Public Library, and Ida Buchmann, Librarian, Stiftsbiblioteket, Maribo, Denmark. The books have been supplied through the courtesy of the New York Public Library and Bonnier's Publishing House, 561 Third Avenue, New York City. Prices are for bound copies, unless otherwise indicated. Reprinted by permission from the *American Scandinavian Review* of January, 1933.

iod, portraying the weakened moral stamina resulting from war influences.

Petersen, Nis. *Sandalmagernes Gade.* Prior. 1932. $3.50.

"The setting is from the days of Emperor Marcus Aurelius in old Rome. The material, heavily encrusted with the persecution of the Christians, religious conflicts, and gladiatorial combats, emerges with a lifelikeness which quite enthralls the reader. Erudite professors and unlearned ladies, all alike, find pleasure in it."

Tutein, P. *Fangstmaend.* Koppel. 1928. paper $1.15.

Seal-hunting experiences of the author, told in the form of a novel. Thoroughly entertaining, vivid.

GENERAL

Aakjaer, Jeppe. *Fra min Bitte-Tid.* Gyldendal. 1928. $4.00. *Drengeaar of Knøsekaar.* Gyldendal. 1929. $4.00. *Før det Dages.* Gyldendal. 1929. $4.00.

Autobiography of the distinguished poet, throwing a good light on his contemporaries and the life of his time. These three volumes were completed before his death in 1930.

Aakjaer, Jeppe. *Samlede Digte.* 3v. Gyldendal. 1931. $10.50.

Collected poems.

Bukdahl, Jörgen. *Det Moderne Danmark.* Aschehoug. 1931. $2.50.

Stimulating essays on modern Danish literature.

Hansen, H. P. *Et Tilbageblik.* Gyldendal. 1928-32. 3v. $6.00.

Autobiography of the leader and organizer of the Danes in Slesvig while under German rule.

Jensen, Johannes V. *Den Jydske Blaest.* Gyldendal. 1931. paper $1.15.

Poems.

Jensen, Johannes V. *Retninger i Tiden.* Gyldendal. 1930. $2.90.

Essays.

Leopold, Svend. *Digteren og Nattergalen.* Gyldendal. 1929. paper $1.40.

Poet and nightingale. Hans Christian Andersen and his hopeless love for Jenny Lind.

Nathansen, Henri. *Georg Brandes; et Portraet.* Nyt Nordisk Forlag. 1929. $3.40.

A study of Brandes, written with sympathy and understanding by a contemporary and a fellow-Jew.

Nygaard, F. *Bogen om Hovedstaden.* 1928. paper $1.25.

About Copenhagen.

Petersen, Carl S. og Vilhelm Andersen. *Illustreret dansk Litteratur-Historie.* Gyldendal. v.1-4. 1924-32. $5.00 per volume.

Comprehensive, authoritative history of Danish literature.

Library Receives Trust Fund

THE MAMARONECK, N. Y., Free Library receives $50,000 in trust under the will of Augustus Van Amringe of Rye, N. Y., former president of the Mamaroneck Individual Laundry. Provision is made for the Library to use this legacy for the construction of an addition, providing it can be done within the amount provided.

Depression Adjustments of Other Libraries

Fines on adult books are increased from 2¢ to 5¢ per day.

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Overdue books cannot be renewed by telephone.

●

Popular fiction on reserve circulates for three days only, popular non-fiction for seven days.

●

No children under junior high school admitted at the library after 6 P. M.

●

Pay shelves established to meet demand for additional books in libraries not maintaining them.

●

Even to insure the return of much needed books which have been long overdue, the library should avoid the policy of Bargain Day, which may be extended to include the cancellation of all overdue and damage fines of long accumulation. The penalty falls on the conscientious borrower, the "dead beat" gets by, and an entirely wrong attitude toward the rules and regulations of the library is developed. It is bad practice.

——*North Dakota Library Notes*
January, 1933.

Yale Receives Irish Collection

FRANCIS P. GARVAN of New York City, who established the Mabel Garvan Institute of American Arts and Crafts in the Yale School of the Fine Arts, has given the Yale University Library a collection of more than 2,000 books on Ireland. The gift, which will form the nucleus of the University's collection of books on Ireland, has been presented by Mr. Garvan as a Yale Library Associate in honor of his father, Patrick Garvan, and his mother, Mary Carroll Garvan. The books fall into two groups: general works relating to Ireland, with special emphasis on Cork and its vicinity; and an extremely large and valuable collection of first editions of modern Irish writers. The leaders of the recent literary "Renaissance" are represented with first editions, many of which have autographed inscriptions.

Same Book Different Titles

Will you please insert this notice in the next issue of THE LIBRARY JOURNAL:

The book by Pryce-Jones, entitled *Hot Places*, published by Knopf, is the same as *People in the South*, published by Cobden-Sanderson, of London.

——LAWRENCE HEYL
Chief, Acquisition Dept., Princeton Univ.

Book Reviews

Vastness, Variety And Romance

If All public documents were as interesting as the present *Annual Report* of the Public Printer of the United States, we should suggest that librarians route them to staff members, just as they do the *Atlantic Monthly*, the *New Republic*, or The Library Journal. At any rate, here is one title that repays perusal.

Romance dwells within these pages—an American kind of romance which is evolved from short paragraphs studded with figures—great strings of numerals, some with the dollar sign at one end and *.03*'s, *.12*'s, *.19*'s, etc., at the other, producing a weird incongruity between such vastness and such exactness.

And such variety! From page 15, we learn that the cottonseed report already costs $95,000. Later, we find notes of a code of laws relating to war veterans and the writings of George Washington. Further on, the Public Printer has some effective comments to make upon waste in government publications, and toward the end, he notes research in various phases of printing technique and exhibitions of fine printing. And, for the human element, we find among other reports of a similar nature, that of the Employees' Cafeteria Association.

It is a strikingly well-rounded report, showing not only the multifarious activities of the Office, but serving as an interesting—and sometimes amusing—reflector to the Capitol itself. Sooner or later, one surmises, the Public Printer has something to do with almost everything that goes on in Washington!

For "concentrated magnitude," the Superintendent of Documents must perhaps take first place; figures are in their glory. Orders received totaled 519,597, for 7,714,394 copies, at a total of $609,148.01—a decrease over 1931, to be sure, but a doubling of receipts over those of the fiscal year 1921. A healthy development for ten years, with a total receipt for the twelve years, 1921-1932, of $6,511,539.83, which was $4,659,431.20 more than those during the preceding twelve years, 1909-1920!

But paying the printer and selling publications were only two phases of the work. Various executive departments and establishments maintained 691 free mailing lists with the Superintendent of Documents, alone, and the latter distributed 2,090,099 copies to depository libraries—an actual increase of 123,630 copies over the number of 1931. No wonder this officer congratulates himself on having kept his stock in order; its vastness is almost beyond conception:

On hand, July 1, 1931	38,983,023
Received during the year	66,044,975
Distributed during the year	75,352,534
On hand, June 30, 1932	29,635,464

Without figuring up, we didn't feel that the sum was right until we read further: 7,225,867 copies of publications "that were of no further service either to the departments or to the public," were discarded. (We wish that he had completed the story by telling us how much he got for the old paper!)

And—library schools please note—the Superintendent of Documents states, with a sigh of relief, that the Document Catalog, "issued in his office, is now up to date for the first time in 20 years."

The latter consist of 9,709 pages, "for which 214,701 authors' cards were written." He makes what, to the outsider, appears a rather hardy prophesy: "These great lists of Government publications will be kept current in the future." We view with alarm, however, the possible discontinuance of the Document Index.

The section devoted to depository libraries is vitally interesting to all librarians and contains some elements of surprise. There are now 504 such institutions, out of a possible designation of 663, "entitled to one copy of every Government publication available for public distribution and ....permitted....to select such of these publications as may be of special interest to their respective readers." Only ninety-four libraries collect all publications, and the remainder are but partially successful with the plan of selection. "Many libraries seem reluctant or incapable....not assuming their full responsibilities as depositories...." In eight states, there are complete collections. "The result is, the designation of a library as a depository has come to mean little or nothing as regards the extent or value of its collection of Government publications." It has become such a problem that an A.L.A. committee, of which Mr. Rollin A. Sawyer, of The New York Public Library, is Chairman, is inviting cooperation of other interested organizations in studying it.

It is, of course, impossible to convey either the content or the spirit of the whole report in such a résumé as this. It is really a tremendous document, ranging from elation over progress to disapproval of matters lying without the control of the Office,—governed throughout by a nice sense of balanced efficiency and economy and filled with constructive suggestions. We feel the rising wish, as we read the clear statements, that it were possible for the Public Printer and his colleagues to determine more freely what should or should not be a product of the Office.

——Karl Brown.

School Library News

High School Pupils' Reading [1]

THE WORK of the English teacher and that of the librarian are very closely allied. Our tools, books and boys and girls, are the same; our hopes and aims are the same, for certainly both of us want to send forth the student loving good books, knowing where to find them, wanting to read and own them. However, the relation of the pupil to the librarian and to the English teacher is somewhat different, and as a result the method of attack is different.

I propose to tell you the reading plans of Central High School, Omaha, Nebraska, the plans by which we hope to have our pupils know and love good books, and know where to find them. Our English program has two divisions, a constructive and interpretative program in alternating semesters, so that although reading and interpretation (the literature program) and writing (the constructive program) are a part of each semester's work, the emphasis alternates. Our constructive courses follow a type-study plan, description, narrative, exposition. Rather naturally our literature courses have more or less the same tendency. Our freshman study is *Ivanhoe, Lady of the Lake,* short narrative poems, that is the narrative in longer and shorter prose and poetry, narratives which deal with the hero figure, with adventure, narratives which appeal to the young adolescent in the boy scout and the girl scout period. We do much reading in class, not however by a child's reading "the next paragraph" or "page 28." Our policy is to ask no one to read unless he has made preparation, for does anyone want to read to an audience anything he's not especially prepared on. The pupil may prepare a part in a dialogue; he may read the setting and then tell the action; he may explain that he thinks a certain bit is a good characterization and then read it to the class. We take *Ivanhoe* thus quite rapidly. But adventure in *Ivanhoe* leads to talks of other adventures, the historical characters to other characters who accomplish, on to the biography. We have lists of books of adventure, of western stories, of historical fiction, which we place in each pupil's hands. But you may be thinking, as Olga Achtenbergen expresses it in an article in *Education* for September 1932: "We require our freshmen to read a given number of books from a carefully chosen list, to report on them, and that accomplished we assign another theme and call it a day." I know the criticism on lists, short lists because the teacher has read all the books, or long lists so that no pupil can have as an excuse that he found nothing on the shelf. The list is but a tool; the reading habit is the business to be done. This we try to do by reading discussions, by a pupil's telling a scene from a tale he's read, comparing it with another scene in a book mentioned or being read in class. Teachers go to class often with an armful of books to hand to the pupil who hasn't yet got started, to tell bits about different books. Friday is always browsing day in our library and the English Department tries to plan that the pupil unconsciously has an aim in his browsing.

In a narrative course, a constructive course, although the pupil is studying the technique of the short story, he has in his own possession or on the teacher's desk for reading reference, the English Council Read-lists, a mimeographed list of short stories, and the list of novels given him in an earlier course. The minimum requirement in the course is five units, a unit being twenty short stories or a novel of 100,000 words. The technical study is heavy, but the reading suggestion of a story here or there, in the new *Atlantic,* in *Scribner's* or *Harper's,* if there is one within his range, or to the *Scholastic,* guides the pupil's reading.

Again in connection with our study of the *Ancient Mariner* we propose mystery stories and sea stories. We put lists of them in each pupil's hands. It isn't a question of just reading a story, but a desire in class to tell how the detective story writers use their tools, how they create atmosphere. There is a real interest, too, often in the sea characters, or the sea scene. I'm not saying that everyone has enthusiasm, but that there is in many enough enthusiasm at least to make one feel that child is really liking what he's doing.

Our essay course again is a constructive course, but our planned reading and discussion of essays, old and new, serious and light, creates a reading interest. Of course all juniors can't read Emerson or Carlyle, or even Lamb with any enjoyment; some of them never will. But we don't begin on Emerson. Again we try, knowing the capacity of our pupils as juniors by our record system, to suit the food to the appetite, and to change the appetite from enjoyment of mere candy to a balanced diet.

Our drama course spends many class periods reading and discussion Shakespeare, two or three comedies, two or three tragedies. However the reading for the course lists eighteenth, nineteenth, and modern drama, continental and American. Everyone in the class would not be given O'Neill.

1 Paper presented at A.L.A. Regional Conference, Des Moines, Iowa.

but no one will leave the class without hearing some class discussion of O'Neill's plays and method.

English departments have been accused often of killing the desire of pupils to read. How often the expression—"Read Scott! No, I had enough of him with six or more weeks on *Ivanhoe*. Shakespeare! Well, I guess not. We spent a semester on Macbeth." More extensive reading has perhaps tended to remedy that fault. I know we still err. Yet I don't expect to make every pupil in my class a reader. I want him to enjoy to the best of his ability the reading we're doing in class. I want to show him other things within his capacity. I want him to go from the class with a respect for it and a pleasant memory.

In every class we feel the teacher is the guiding spirit. She creates the reading habit by her own interest in reading, her ability to present books to her pupils as experiences they can have in their minds if not in reality, as a means of knowing all types of people, even knowing better that kind with which they come in contact.

In all our work our librarian and her assistants are our friends. The library problems planned to get the pupil into the library and to get him acquainted with it, the browsing day which they plan for, their posters, their notices in the school circular, these lists compiled by them, the reading atmosphere of the library,—all these are aids of much, much value.

These are our plans. We feel we achieve with many. We know from our library circulation, from our personal association with other pupils that they are reading not just the requirements of a course. We know they take out the better magazines. We know they join eagerly a reading group which discusses books and writes reviews for the *Register*. We see their success when they leave us for college.

Still we have failures. We have with us the pupil who reads slowly, blunderingly, who has no background to aid him in his understanding. We have the problem of trying to find the difficulty, then to find the book within his range. It isn't easy to have ten or more different grades of ability and appreciation in one class. Often we fail. Time is an important element and large classes drain our energies.

We have too a reading problem in the boy or girl who reads too much, who would sit during every hour with a book from our library or the city library, who as a result would get no assignment in English or in anything else. In our zest to create an audience for books, we may overstimulate. This problem too we must meet. I feel that it's our job, the librarian's job too in selections to solve these problems. We must guide in our reading. We can't keep the trash of the book stalls from our pupils, but we can try to make them see and feel the difference. We have pupils of all minds and all environments to work with. Many of our pupils, even sophomores, are reading the best sellers as we are. Their fathers and mothers are reading them; they pick them up from the library table. A sophomore in my class last year read *San Michele* soon after I did. When I had L. A. Strong's *The Garden* on my desk, another remarked, "Isn't that delightful!" But in the same class, to another girl, reading was a task. She read only the things which I planned for her. This is our plan, our means of carrying it out. Reading must be stimulated; it must be guided. The best guide, the best stimulant, is an interested, well-read, active-minded teacher and librarian.

—BERTHA NEALE,
Head of English Dept., Central High School, Omaha, Neb.

Emory

THE LIBRARY SCHOOL of Emory University, formerly the Library School of Carnegie Library of Atlanta, began its third year September 22, 1932 with an enrollment of forty-four students, five men and thirty-nine women. Thirty-three colleges and universities are represented and thirteen states and one territory, the students coming from Alabama, Florida, Georgia, Iowa, North Carolina, Missouri, Mississippi, Louisiana, South Carolina, Colorado, New Jersey, Virginia, Tennessee, and Hawaii. The graduates of the first two classes since the transfer to Emory are filling positions in the following fields: four Junior and Senior high schools; three Junior colleges; thirteen colleges; ten public libraries; two in a county library; three in library work with children; six teacher-librarians; three in Teachers' colleges; one in a book shop; one as editor of the genealogical page of a Sunday newspaper; one in commission work; one in hospital library work. One is working toward his Ph.D. in a graduate library school, and two are revisers in the Emory University Library School.

Drexel

THE DREXEL Institute School of Library Science opened its thirty-fourth year September 19, 1932. Of the thirty-six students registered in this year's class twenty-four have had library experience, and twelve have had teaching experience. Students of the Library School assisted in preparing an exhibit of books held in connection with Drexel Institute "Open House," January 13 and 14. A recent survey shows that, out of six hundred and eighty-seven graduates of the School, four hundred and nine are now actively engaged in library work.

Among Librarians

Necrology

MRS. JULIA G. BABCOCK, chairman of the County Libraries Section of the American Library Association and librarian of the Kern County Free Library, Bakersfield, Calif., died January 21, after a long illness.

Appointments

DOROTHY L. ABBOTT, Drexel '31, has been transferred from the position of circulation assistant to that of children's librarian in the Richmond, Va., Public Library.

CAROLYNE ADAMS, Emory '32, is assistant librarian at the Georgia School of Technology, Atlanta, Ga.

DOROTHY ALEXANDER, Emory '32, has been appointed librarian and teacher of the A. & M. School, Carrollton, Ga.

CLARE NELSON ATWATER, Pratt '17, has been appointed secretary to the editor of the Children's Book Department of Longmans, Green & Co.

JOSEPH A. BABIN, Louisiana '32, has been appointed librarian of the Donaldsonville, La., High School Library.

ELINOR BAKER, Pratt '31, has been appointed children's librarian of the Public Library at Port Washington, L. I.

MARY ANGELA BENNETT, Drexel '31, has been appointed assistant in charge of the Furness Collection of Shakespeariana, University of Pennsylvania Library.

MILDRED H. BENNETT, Emory '32, is acting first assistant in the Children's Department at the Birmingham, Ala., Public Library.

JAMES BLAIR has recently been appointed librarian of the Yale Club in New York City, succeeding Charles Tuttle, who resigned on account of ill health.

RUTH E. BLECKWELL, Drexel '32, is an assistant in the Drexel Institute Library, Philadelphia, Pa.

TEMPE BOYD, North Carolina '32, is assistant in the Extension Library of the University of North Carolina, Chapel Hill, N. C.

DOROTHY BROWN, North Carolina '32, has been appointed assistant supervisor of Virginia School libraries, State Board of Education, Richmond, Va.

JAMES E. BRYAN, Drexel '32, has recently been appointed an assistant in the Public Library of the District of Columbia.

DOROTHY L. BUTLER, Emory '32, is cataloger and teacher of the Southern Union College, Wadley, Alabama.

ALBERT F. CARTER, after thirty-two years of service, will retire as librarian of Colorado Teachers College. His retirement is in harmony with the age-limit retirement provision. The retirement becomes effective with the beginning of the next school year. It is understood, however, that Mr. Carter will continue to be from year to year a member of the staff.

MARY ROSE CHIARAMONTE, Emory '32, has been appointed librarian of the Hillsborough High School, Tampa, Fla.

ANNA LOUISA CLARKE, Drexel '32, is an assistant in the Upper Darby, Pa., Public Library.

MARY H. CLAY, Illinois '32, has accepted the librarianship of Ouachita Parish Junior College at Monroe, La.

LOUISE CLEMENT, Emory '32, has been appointed librarian and Mathematics teacher of the Dunnellon, Fla., High School.

ELIZABETH COKER, Pratt '32, has been appointed assistant in the Children's Room of the Pratt Institute Free Library, Brooklyn, N. Y.

WILL CONERLY, Louisiana '32, has been appointed librarian at Louisiana State University Demonstration High School Library.

PORTIA CONKLING, Pratt '15, for many years librarian of the Russell Sage College Library at Troy, has been appointed an assistant at the Queens Borough Public Library, Jamaica, N. Y.

O. V. COOK, North Carolina '32, has been appointed librarian of the Education Library at the University of North Carolina, Chapel Hill, N. C.

MARTHA COUTY, Emory '32, is working in the Circulating Library at "The Bookshop," Greenwood, Miss.

DOROTHY CUMMINGS, Pratt '30, formerly of the Brown University staff, has been appointed an assistant in the Elmhurst Library, Providence, R. I.

MARY B. CURRAN, Drexel '32, has been appointed reference librarian of the University of Delaware Library.

MAY DAVIS, Louisiana '32, has been appointed librarian of the Bogalusa, La., High School Library.

GERTRUDE A. DEARDEN, Pratt '23, formerly of the Maxwell Training School Library, is now librarian of the Walton High School, Bronx, N. Y.

EVELYN DEARISO, Emory '32, has been appointed assistant librarian at Georgia State Woman's College, Valdosta, Ga.

SALLIE ELAINE DEATHERAGE, Pratt '32, has been reappointed to the staff of the Kansas City Public Library.

EMILY A. DOZIER, Emory '32, is librarian and teacher at the Maysville, Ga., High School.

BEVERLY FAVROT, Louisiana '32, has been appointed librarian of Smith Hall, Louisiana State University.

JEANNETTE H. FOSTER, Emory '32, has been appointed science librarian at Antioch College, Yellow Springs, Ohio.

MARGARET FRASER, Pratt '23, took the graduate normal course at Toronto University, 1931-1932, and has been appointed librarian of the Collegiate Institute at Galt, Ontario.

MRS. ETHEL H. GARDNER, Louisiana '32, has been appointed librarian of the Lake Charles, La., High School Library.

WALTER P. GEWIN, Emory '32, has been appointed librarian and teacher of the Crossville, Ala., High School.

JESSIE C. GRIFFIN, North Carolina '32, has been appointed assistant in charge of filing in the Depository Catalog, University of North Carolina Library, Chapel Hill, N. C.

WILLIAM C. HAYGOOD, Emory '32, has been appointed assistant reference librarian at Emory University Library, Ga.

PEARL A. SNODGRASS, North Carolina '32, has returned to her former position as librarian of St. Augustine's College, Raleigh, N. C.

BLANCHE STEWART, Pratt '32, formerly of the Waterloo, Iowa, staff, is head of the Circulation Department of the Utica, N. Y., Public Library.

ELIZABETH SUSSDORFF, North Carolina '32, is head of children's work at the Chattanooga, Tenn., Public Library.

VIRGINIA TAYLOR, Louisiana '32, has been appointed librarian of the Leesville, La., High School Library.

MARGARET F. THOMAS, Emory '32, is assistant librarian at the Ensley Branch, of the Birmingham, Ala., Public Library.

DOROTHY WALTERS, North Carolina '32, is assistant in charge of cataloging and classification, William and Mary College Library, Williamsburg, Va.

Is This Your Book?

WE SHOULD be glad to have you insert a notice that the Toledo, Ohio, Public Library has found on its shelves a library copy of Shanahan's *South America*. All identification marks have been removed except the call number 918-S36. The book is lettered on the back in gold three inches from the bottom. It shows traces of a pocket on the back cover and dating slip on the back fly leaf. Title page and other preliminary pages through VIII have been removed as well as pages 17 and 18.

——CARL VITZ.

Free For Transportation

THE BIOGRAPHY of *Grace Whitney-Hoff* by Carolyn Patch, privately printed. Mrs. Hoff, a native of Detroit, has lived in France for more than thirty years. A limited number of copies of the book, fully illustrated, will be reserved for libraries. Request, with postage on book parcel of three pounds, should be sent to The Riverside Press, Cambridge, Mass.

The Calendar Of Events

April 9-12—California Library Association, annual meeting at Hotel Oakland, Oakland, Calif.

April 11-13—Ohio Library Association, annual meeting in Columbus, Ohio.

April 17-18—Ontario Library Association, annual meeting in Toronto.

April 21-22—Joint meeting of New Jersey Library Association and Pennsylvania Library Club at Hotel Ambassador, Atlantic City.

April 29—Columbian Library Association, annual meeting at Hood College, Frederick, Md.

May 15-16—Montana Library Association, annual meeting at Missoula, Mont.

June 12-17—New York Library Association, forty-third annual meeting at Briarcliff Lodge, Briarcliff Manor, N. Y.

October 16-21—American Library Association, annual meeting at Stevens Hotel, Chicago, Ill.

October 26-27—Mississippi Library Association, annual meeting at Jackson, Miss.

Classified Advertisements

30¢ per line—minimum charge $1

For Sale

BIBLIOGRAPHY of books, articles and reports written by Settlement workers and others dealing with Settlements and their interests—published between 1920-1930. NEIGHBORHOOD: A Settlement Quarterly, Vol. IV, No. 4, December, 1931. Copies may be obtained, price $1.00 postpaid, from National Federation of Settlements, Inc., 101 West 58th Street, New York City.

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March Forecast of Books

(Library Journal Selection From Publishers' Advance Information)

History, Travel, Literature, Biography

March 1

Coolidge, H. J., Jr., and Roosevelt, T., Jr. THREE KINGDOMS OF INDO-CHINA.
Story of an expedition, taken a few years ago, into southeastern Asia. Crowell. $3.

Davis, Hassoldt. ISLANDS UNDER THE WIND.
Bali and Tahiti as seen by a young man. Longmans. $2.50.

Hall, D. J. ENCHANTED SAND.
A New Mexican pilgrimage. Morrow. $3.

McKee, Henry S. DEGENERATE DEMOCRACY.
Not mere academic discussion, but definite constructive proposal. Crowell. $1.50.

Roosevelt, Franklin D. COLONIAL ANCESTORS.
Their part in the making of American history. Lothrop. $2.50.

Sherman, M. and Henry, T. R. HOLLOW FOLK.
How the people of the Blue Ridge Mountains live and look at civilization. Crowell. $2.

Zeitlin, Jacob, Trans. and Ed. THE ESSAYS OF MICHEL DE MONTAIGNE.
Vol. 1. To be completed in five volumes. Knopf. $5.

March 2-4

Cochran, N. D. E. W. SCRIPPS.
Material taken from his letters and autobiographical notes. Harcourt. $3.50.

Laski, Harold J. DEMOCRACY IN CRISIS.
Univ. North Carolina Press. $1.50.

Renier, G. J. WILLIAM OF ORANGE.
Understanding chronicle by the well-known Dutch-English historian and biographer. Appleton. $2.

March 7-8

Gibbs, Sir Philip. THE WAY OF ESCAPE.
Describes our present dilemma and analyzes the underlying causes. Harper. $2.50.

Harbord, James G. AMERICA IN THE GREAT WAR.
A summary. Houghton. $1.50.

Thwing, Charles F. FRIENDS OF MEN.
Author writes of some of the great men he has known personally. Macmillan. $3.

Waxman, Percy. WHAT PRICE MALLORCA.
Travel. Farrar. $2.50.

Wilder, Thornton, Trans. LUCRECE.
Play. Houghton. $2.

March 9

Pinchon, W. and Stade, O. B. VIVA VILLA!
Biography of the real Pancho Villa. Harcourt. $3.75.

Stevenson, Burton E. GREAT AMERICANS AS SEEN BY THE POETS.
An anthology of poems on every American hero. Lippincott. $3.

March 10

Berenson, Mary. A MODERN PILGRIMAGE.
An aesthetic, rather than a spiritual, pilgrimage through the Holy Land. Appleton. $3.

Chubb, Thomas C. SHIPS AND LOVERS.
Poetry. Boni. $1.75.

Marriott, J. A. R. EVOLUTION OF MODERN EUROPE: 1453-1932.
An outline not a summary. Putnam. $5.

Van Loon, Hendrik W. WHAT I HAVE LEARNED FROM HISTORY.
Boni. $2.50.

Weigall, Arthur. ALEXANDER THE GREAT.
Putnam. $3.75.

March 14

Howard, L. O. FIGHTING THE INSECTS.
Story of an entomologist, telling the life and experiences of the author. Macmillan. $2.50.

Longstreth, T. Morris. QUEBEC, MONTREAL, OTTAWA.
Not a dry guide book, but a friendly and charming adviser. Century. $3.

Pound, Ezra. A DRAFT OF XXX CANTOS.
First draft of a long poem. Farrar. $2.50.

March 15

Baden-Powell, Lord. LESSONS OF A LIFETIME.
Autobiography of the founder of the Boy Scout and Girl Guide movement. Holt. $3.50.

Chase, Joseph C. MY FRIENDS LOOK GOOD TO ME.
The famous artist's recollections. Sears. $3.

Harrison, G. B. SHAKESPEARE UNDER ELIZABETH.
Shakespeare against the background of his own times. Holt. $3.

James, Marquis. ANDREW JACKSON.
The border Captain's life by the author of the Pulitzer Prize biography *The Raven*. Bobbs. $3.75.

March 17

Clark, Sydney A. FRANCE ON FIFTY DOLLARS.
A guide book which guarantees fifty gorgeous memories for fifty dollars. McBride. $1.90.

Dunn, H. H. ZAPATA.
The inside story of Mexico's super-bandit, Emiliano Zapata. McBride. $3.

Hamilton, Cosmo. PEOPLE WORTH TALKING ABOUT.
A gallery of intimate portraits of contemporaries and immortals. McBride. $2.50.

Wilson, R. M. THE KING OF ROME.
Life of Napoleon's son. Appleton. $2.

March 18

Driver, Leota S. FANNY KEMBLE.
Shakespeare's ambassadress to America. Univ. North Carolina Press. $3.

March 20

Kastein, Josef. A HISTORY OF THE JEWS.
Translated by Huntley Paterson. Viking. $5.

Lawrence, D. H. LAST POEMS.
Posthumous poetry. Viking. $2.50.

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*Selection does not include reprints, mystery, western, or light fiction.

March 21

Roberts, W. Adolphe. SIR HENRY MORGAN.
Full length biography of the famous buccaneer of the eighteenth century. Covici. $2.

Tolstoy, Countess Alexandra. THE TRAGEDY OF TOLSTOY.
Yale Univ. Press. $3.

March 22-23

Brett, Dorothy. D. H. LAWRENCE AND BRETT.
Daily life of Lawrence during his four years in America. Lippincott. $3.

Millin, Sarah G. CECIL RHODES.
Rhodes' story is one of dramatic success and complete failure. Harper. $3.75.

March 24

Glasscock, C. B. LUCKY BALDWIN.
First life of man whose name once filled the front pages of newspapers. Bobbs. $3.50.

Sullivan, Edward D. DOCK WALLOPER.
The story of "Big Dick Butler." Putnam. $2.50.

March 28

Bishop, Morris. THE ODYSSEY OF CABEZA DE VACA.
Life of one of Spanish conquistadors. Century. $3.75.

March 30

Keynes, John M. ESSAYS IN BIOGRAPHY.
Second volume of author's collected essays. *Essays in Persuasion* appeared last year. Harcourt. $2.50.

During March

Jacks, L. P. MY AMERICAN FRIENDS.
A study of America from the human end. Macmillan. $2.50.

Krupskaya, Nadezhda K. MEMORIES OF LENIN.
Vol. II. International. $1.50.

Preston, John H. REVOLUTION: 1776.
Biographical history of the American Revolution that covers the entire period from 1768 to 1783. Harcourt. $3.50.

Von Rintelen, Captain. THE DARK INVADER.
The autobiography of a German spy. Macmillan. $2.50.

Miscellaneous Non-Fiction

March 1

Dickerson, Roy E. GROWING INTO MANHOOD.
Sex information for younger boys. Association Press. $1.25.

Homan, Helen W. BY POST TO THE APOSTLES.
Letters to the Apostles, St. Paul, St. Mark, and St. Luke. Minton. $2.50.

Jones, Robert L. THE EIGHTEENTH AMENDMENT AND OUR FOREIGN RELATIONS.
Shows that the question of Prohibition has not been merely a local concern. Crowell. $1.75.

Mayo, Morrow. LOS ANGELES.
History of Los Angeles from its founding to the present time. Knopf. $3.

Weseen, Maurice H. WRITE BETTER BUSINESS LETTERS.
Crowell. $2.

Wheeler, Mary W. AMATEUR NURSE.
Clear, concise book for home use in case of illness or accident. Bobbs. $2.

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March 2-3

Brown, Harold L. AIRCRAFT AND THE LAW.
Laws of air travel. Ballou. $3.

Hodson, H. V. ECONOMICS OF A CHANGING WORLD.
Preface by Sir Arthur Salter. Smith. $2.50.

March 8

Harding, M. Esther. WAY OF ALL WOMEN.
Feminine psychology. Longmans. $3.

Nininger, H. H. OUR STONE-PELTED PLANET.
All about meteors. Houghton. $3.

March 10

Bond, Frederick D. WALL STREET.
Authoritative volume on the complex machinery of the Street. Appleton. $3.

Collins, Frederick. EXPERIMENTAL OPTICS.
For the layman's use on the subject of light and its phenomena. Appleton. $2.

Macrae, Angus. TALENTS AND TEMPERAMENTS.
The practical application of psychology. Appleton. $2.

Moseley, Edwin L. OTHER WORLDS.
A book on the solar system and the universe. Appleton. $2.

Mott-Smith, Morton. HEAT AND THE WORLD'S WORK.
Directed especially to the intelligent layman. Appleton. $2.

Prendergast, William A. PUBLIC UTILITIES AND THE PEOPLE.
About the public services with which we come in daily contact. Appleton. $3.

Robbins, W. W. and Pearson, H. M. SEX IN THE PLANT WORLD.
Historical development and modern practical applications. Appleton. $2.

March 14

Levy, H. THE UNIVERSE OF SCIENCE.
Attempts a restatement of scientific knowledge in terms the layman can understand. Century. $2.

Richmond, Winifred V. THE ADOLESCENT BOY.
Farrar. $2.50.

March 15

Booth, Meyrick. YOUTH AND SEX.
Question discussed from a medical and psychological point of view. Morrow. $2.

Bragdon, Claude. AN INTRODUCTION TO YOGA.
Knopf. $1.

March 16

Cowell, Henry, Ed. AMERICAN COMPOSERS ON AMERICAN MUSIC.
Stanford Univ. Press. $3.

Dublin, Louis I. TO BE OR NOT TO BE.
A study of suicide. Smith. $3.50.

Winter, Ella. RED VIRTUE.
Human relationship in the new Russia. Harcourt. $3.

March 17

Cabell, Branch. SPECIAL DELIVERY.
Ten answers to the ten most typical and frequent requests for this or that service. McBride. $2.50.

March 20

Essay-Bey. G. P. U.
The inside story of Russia's secret police. Viking. $3.

Groves, E. R. and G. H. SEX IN CHILDHOOD.
An answer to problems that bewilder parents. Macaulay. $3.

Roosevelt, Mrs. Franklin D. IT'S UP TO THE WOMEN.
What women can do to bring about better conditions. Stokes. $1.25.

March 22

Beer, Max. THE LEAGUE ON TRIAL.
Houghton. $4.

Cox, George J. ART AND "THE LIFE."
A book of drawing and design. Doubleday. $3.

Haldane, J. B. S. SCIENCE AND HUMAN LIFE.
How science does and can affect human life. Harper. $3.

Werner, M. R. LITTLE NAPOLEONS AND DUMMY DIRECTORS.
Dramatic story of the Bank of the United States. Harper. $2.

March 28-29

Alschuler, Rose H. TWO TO SIX.
Handbook for parents. Morrow. $1.50.

Rogers, Arthur K. THE SOCRATIC PROBLEM.
Yale Univ. Press. $2.

During March

Bragg, William. THE UNIVERSE OF LIGHT.
Macmillan. $3.50.

Churchward, James. THE SACRED SYMBOLS OF MU.
Shows how all religions are founded on the world's first civilization. Washburn. $3.

Derieux, J. C. FIFTY WAYS TO SAVE MONEY.
Longmans. $1.50.

Eddington, Arthur. THE EXPANDING UNIVERSE.
Macmillan. $2.

Forman, Henry J. OUR MOVIE-MADE CHILDREN.
Showing the movies for what they really are. Macmillan. $2.

Geiger, George R. THE PHILOSOPHY OF MONEY.
Macmillan. $3.

Holme, C. G., Ed. DECORATIVE ART 1933.
The Studio Year Book devoted to domestic architecture, furniture and decoration. Studio Publication. $3.50.

Jeans, Sir James. THE NEW BACKGROUND OF SCIENCE.
Macmillan. $3.

Martin, L. and de Gruchy, C. SWEEPING THE COBWEBS.
Practical suggestions for the man or woman over forty. Macmillan. $1.50.

Remer, C. F. FOREIGN INVESTMENT IN CHINA.
Macmillan. $5.50.

Sorenson, Herbert. ADULT ABILITIES IN EXTENSION CLASSES.
A psychological study. Univ. Minn. Press. $1.

Whitehead, Alfred N. ADVENTURES OF IDEAS.
History of the human race from the point of view of mankind's changing ideas. Macmillan. $4.

Selected Fiction

March 1

Chapman, Maristan. GLEN HAZARD.
A tragic comic novel of the mountains of east Tennessee. Knopf. $2.50.

March 3

Carossa, Hans. DOCTOR GION.
Life story of the idealistic young physician, by the author of *Boyhood and Youth* and *A Childhood*. Ballou. $2.

March 8

Bottome, Phyllis. THE ADVANCES OF HARRIET.
Adventures of an English girl in Paris. Houghton. $2.

Lewisohn, Ludwig. THIS PEOPLE.
Five novelettes. Harper. $2.50.

Morgan, Ainsworth. MAN OF TWO WORLDS.
Story of northermost Greenland. Bobbs. $2.

March 13

White, Nelia G. THIS, MY HOUSE.
By the author of *Mrs. Green's Daughter-in-Law* and *Hathaway House*. Stokes. $2.

March 14

Gibbon, Lewis G. SUNSET SONG.
Story of a small Scotch village. Century. $2.

White, Helen C. A WATCH IN THE NIGHT.
The life of the famous Franciscan poet of the Middle Ages, Jacopone da Todi. Macmillan. $2.

March 15

Jensen, Johannes V. THE FALL OF THE KING.
Translated from the Danish by P. T. Federspiel and Patrick Kirwan. The story of that strange Renaissance monarch, Christian the Second of Denmark. Holt. $2.50.

Lauesen, Marcus. WAITING FOR A SHIP.
Trans. from Danish by Arthur G. Chater. A family history told in an action which covers only a few days. Knopf. $2.50.

March 17

Allen, Hervey. ANTHONY ADVERSE.
Scene is laid in the Napoleonic era, but book is timeless. Farrar. $3.

Frank, Bruno. ADVENTURES IN VENICE.
Translated by H. T. Lowe-Porter. Ten short stories. Ballou. $2.50.

Lincoln, Freeman. NOD.
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March 20

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ADVENTURES OF A BLACK GIRL IN HER SEARCH FOR GOD. By George Bernard Shaw. Dodd.

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THE PAGANISM IN OUR CHRISTIANITY. By Arthur Weigall.

Junior Literary Guild

STUMPY (Primary Group). By Frank Linderman. Day.

BENJAMIN'S BOOK: ABOUT HIS FAMILY (Intermediate Group). By Elma Levinger. Doubleday.

WITH HEARTS COURAGEOUS (Older Girls). By Edna Kenton. Liveright.

DEEP WATER (Older Boys). By Captain Mitchell. Atlantic Monthly Press.

Literary Guild

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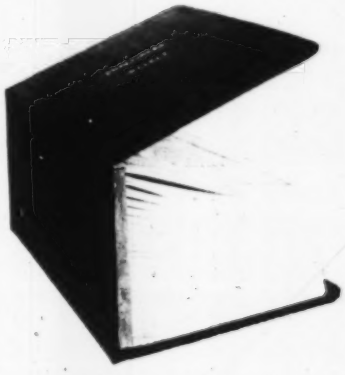

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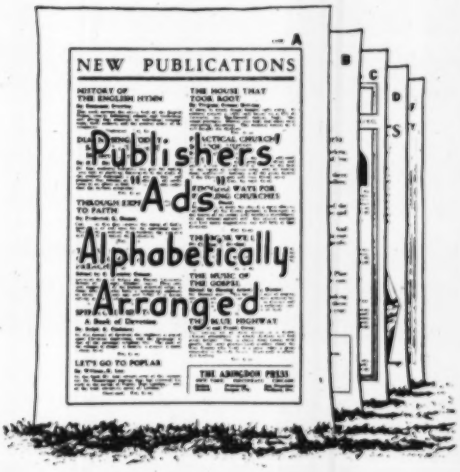
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